A08 Assessment Policy

Table of Contents

1   Introduction

Assessment of learning is key to the delivery of quality programmes at all levels. This policy establishes the principles and practices by which SAE Institute assesses student learning across all programmes within scope.

1.1   Related Documents

This policy should be read in conjunction with:

- A03 Student Record Management and Data Processing Policy
- A04 Academic Governance
- A05 Academic Quality Assurance Policy
- A08.1 Assessment Practice including Moderation
- A08.2 Scribes and Proofreaders
- A08.3 Academic Misconduct
- A08.4 Serious Adverse Circumstances
- A08.5 External Examiners.

2   Scope

This policy applies to all modules and programmes, including self-accredited and 'short' courses, delivered at SAE campuses involved with delivery of validated programmes.

3   Code of Practice on Designing Assessment

3.1   Principles

This document outlines the processes and actions that assure consistency of assessed activity across SAE campuses. The same programmes are delivered across multiple campuses and countries, often with different industry practice standards, which may, for example, include the use of different equipment, production processes, legal and regulatory contexts, or professional roles within teams. Given SAE's emphasis on prospective employability for graduates as a key design feature of its programmes, it is essential that SAE campuses take account of and reflect these professional, and cultural differences to maximise potential employability and to maintain the closest possible contact with the industry in each country.

In that overall context, assessment tasks of a module may have specific peculiarities, especially where the practical nature of a specific task highly depends on what equipment and production processes are employed in a specific location. Assignment and project guidelines, and accompanying rubrics, are developed and approved by Programme Committees and used consistently across all campuses.

SAE Institute systematically evaluates and enhances its assignment guidelines and project briefs as well as assessment policies, regulations and processes.

3.2 Process

3.2.1 Creation of Assignments or Projects

Each validated programme is overseen by a Programme Committee with a designated Chair. Programme Committees develop assignment guidelines and project briefs for each module on their programme (including specific briefs for modules which may be 'common' across multiple programmes), in line with the description of assessment approved in validated module documents. The University Partnership Standards and Quality Committee (UPSQC) in collaboration with External Examiners and representatives of the partner University will review and approve briefs before commencement of the module, to ensure assessment consistency across the centres.

Where appropriate, Programme Committees are advised to explore opportunities for project-based learning and assessment in a work-based learning environment. Programme Committees are also obliged to be mindful of the diversity of the student body and the need for inclusivity.

3.2.2 Distribution to Campuses

The Dean will ensure that approved assignment guidelines and project briefs are distributed to all campuses within their region(s), and will discuss the implementation with campus Academic Coordinators, taking into account local industry needs and the local culture.

If an Academic Coordinator feels that an assignment or project needs to be modified, they must submit a formal written request to the Dean, explaining the rationale and proposing a

suitable amendment or alternative. The Dean will consult with the Programme Committee, as well as External Examiners and partner University faculty as appropriate, to examine the proposal and ensure that any amendment does not alter the core purpose of the assignment, or impact on the students' ability to evidence the learning outcomes. If approved by all parties, the outcome will be communicated by the Dean.

4 Code of Practice on Providing Feedback

4.1 Principles

SAE Institute recognises that ensuring a standardised and best-practice approach to providing students with feedback is a key component of good assessment practice. The following principles are outlined in order to ensure an equivalent experience for students across all campuses.

4.2 Feedback on Assessment

4.2.1 Provision of Feedback

Detailed feedback must be given in writing, or as an audio or visual recording, for all assessed work contributing to a students' module grade. Depending on the programme, this may be at multiple points of summative assessment, or one point of holistic assessment. Feedback will be provided through the VLE.

Feedback should address all learning outcomes specific to the assignment or project. Assessment criteria must be identical to the learning outcomes as given in the validated module documents, and all learning outcomes for a module must be assessed. For criteria-based assessment, feedback should aim to address individual criteria to indicate to the student where they have performed well, or where they have not. No other criteria should be used in the assessment of students' work.

Where appropriate, feedback should reference grade descriptors or other terminology provided by the University partner for the programme, which will be provided to the student through the Handbook and VLE.

4.2.2 Ongoing Feedback

Aside from work assessed for the purposes of grading, student as SAE will undertake regular in-class work, formative assessments, and projects of varied length with identified milestones. Ongoing feedback on a student's work will be provided through all of these means, as well as through regular contact with faculty and supervisors. Such feedback is often verbal (though may be provided in written or recorded form); constructs a dialogue with the students, rather than being a one-way assessment, which may include demonstration or discussion; and should include clear "feed-forward" aimed at helping the student to improve their future work, not just in the module but across their studies and beyond.

Indicative feedback will be provided on formative assessment or project milestones where specified and recorded through the VLE. As general practice, it is the responsibility of the student to make note of any feedback received, especially where feedback is verbal. Students are encouraged to keep learning journals and logs updated with feedback.

4.3.3 Timing of Feedback

- For all University of Hertfordshire validated programmes, assessors are required to release grades and feedback for any weighted assignment, project, or portfolio within **twenty working days** of the submission date.

Where the release of grades and feedback is delayed due to unforeseen circumstances, students will be notified as soon as possible, and a new date for release communicated. Copies of all grades and feedback are kept by SAE as per the retention schedule found in policy A03 Student Record Management and Data Processing Policy.

4.3   Feedback Templates and Grading Rubrics

For students' reference, examples of standardized grading and feedback sheets should be provided for each module through the VLE. Where applicable, grading rubrics aligned with

assessment criteria or project briefs will also be provided to students, to ensure transparency in how criteria and projects are assessed.

Academic Coordinators are expected to ensure that all faculty at their campus are using the approved and standardised feedback templates and rubrics, as developed and provided by the Programme Committees. All formal feedback should include:

- the date of submission, and the date of publication of feedback
- names or initials of all assessors and moderators, as applicable
- assessment criteria or holistic assessment details, as applicable
- commentary on student work
- the grade (as per the grading scale for the programme)
- information on moderation of the assessment

4.4   Distribution, Monitoring and Review

The University Partnership Standards and Quality Committee (UPSQC) will ensure that guidance on best practice in feedback is available for faculty. The UPSQC will monitor feedback from faculty, University partners, and External Examiners, and review any feedback templates and documentation as required.

5   Policy History

Policy Created:	August 2022
Date of Last Revision:	November 2022
Approved by:	CM, November 2022

Appendix A: Process for Distribution of Grades (University of Hertfordshire)

The Academic Coordinator of each campus is responsible for ensuring the following process is adhered to across all modules. Responsibility can be discharged to the relevant Programme Coordinator where appropriate for discipline specific modules, but steps 2, 4, 5, 8, 10, 12 and 15 **must** be monitored by the Academic Coordinator in all cases.

The following process is initiated at the point of a summative assessment deadline:

1. Module Leader reviews all submissions, following the 5-day period allowed for late submissions, and alerts all relevant staff (usually Programme Coordinator, Academic Coordinator, and/or Student Support Officer) of any non-submissions.

2. All students who have not submitted receive a grade of '0' for the module, with no opportunity for referral. Students are sent a formal communication to inform them of this, and to schedule a meeting with the Programme Coordinator or Academic Coordinator, reviewing the module failure, opportunities for re-enrolment, and impact on the student's progression.

3. All submitted projects to be assessed (including double blind marking for Major Projects).

4. A sample of work from across the range of grades to be sent to moderator (as per A08.1 Moderation Policy). (The same sample should be copied to the CPL and External Examiners during the assessment board cycle.)

5. Moderated feedback sheets returned to the assessor, and any further action required following moderation to be taken.

6. Module Leader (or Programme Coordinator) uploads and releases grades and feedback sheets via VLE, alerting relevant staff (usually assessors, Academic Coordinator, and/or Student Support Officer) of any failed submissions.

7. All students receiving a fail grade higher than '20' are sent a formal communication, which should include:
   a. Confirmation of their fail grade for the first submission.
   b. Confirm the deadline for referral (second attempt).
   c. Should the referral attempt pass it will be capped, though the student will see a 'true' grade for their own reference.
   d. Should the referral attempt fail, the higher of the two fail grades received will stand as the final grade for the assessment.

e. A meeting should be scheduled with the student to review the impact on their overall module grade, and progression on the programme, and to highlight support available for the student.

8. Following the given deadline for referrals, the Module Leader or Programme Coordinator reviews all resubmissions and alerts the Academic Coordinator and Student Support Officer of any non-submissions.

9. All students who have not submitted receive a fail grade of '0'. These students are contacted and required to attend a meeting with the Academic Coordinator to discuss their progress.

10. All resubmitted projects are reassessed.

11. Module Leader (or Programme Coordinator) uploads and releases grades and feedback sheets via VLE, alerting the Academic Coordinator and Student Support Officer of any failed submissions. Any pass at referral will be capped.

12. A meeting should be scheduled with any student who has failed to review the impact on their overall module grade, and progression on the programme, and to highlight support available for the student.