



Assessment Process

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1. Purpose

The purpose of this policy is to establish a clear framework for the assessment procedures at Alpha Training. This policy ensures that all assessments are conducted fairly and consistently and are aligned with the learning outcomes of each course. It aims to provide guidance to instructors and students regarding the assessment process, from design to feedback.

2. Scope

This policy applies to all courses and programs offered by Alpha Training. It encompasses all types of assessments, including formative and summative assessments, and is applicable to both instructors and learners.

3. Definitions

- **Assessment:** A process of evaluating a learner's knowledge, skills, and competencies through various methods such as exams, assignments, projects, or practical evaluations.
- **Formative Assessment:** Ongoing assessments conducted during the course to monitor learner progress and provide feedback for improvement.
- **Summative Assessment:** Final evaluations conducted at the end of a course to assess the learner's overall achievement of learning outcomes.
- **Learning Outcomes:** Specific skills or knowledge that learners are expected to acquire by the end of a course or program.

4. Assessment Principles

Alpha Training adheres to the following principles to ensure the effectiveness of its assessment procedures:

- **Alignment:** All assessments must align with the course's learning outcomes and objectives.
- **Validity:** Assessments must accurately measure what they intend to measure.
- **Reliability:** Assessment results should be consistent and repeatable under similar conditions.
- **Fairness:** Assessments must be free from bias, and every learner should have an equal opportunity to succeed.
- **Transparency:** Criteria and expectations must be clearly communicated to learners.
- **Constructive Feedback:** Learners should receive timely and constructive feedback to aid their learning process.

5. Assessment Design

5.1 Planning

Alignment with Learning Outcomes:

Instructors are responsible for ensuring that all assessments align with the specific learning outcomes of the course. Each assessment should clearly indicate which learning outcomes it addresses.

Assessment Types:

A variety of assessment types should be used to cater to diverse learning styles and provide a comprehensive evaluation of learners' abilities. These may include:

- Written examinations
- Practical assessments
- Projects and presentations



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- Group work and collaboration
- Online quizzes and interactive activities

Weighting and Timing:

The weighting of each assessment component should be clearly specified in the course syllabus. The timing of assessments should be planned to avoid congestion and allow adequate preparation time for learners.

5.2 Development

Assessment Criteria:

Clear assessment criteria and rubrics must be developed for each assessment task. Criteria should be specific, measurable, achievable, relevant, and time-bound (SMART).

Instruction Clarity:

Instructions for assessments must be unambiguous and comprehensive. Learners should understand what is required of them, including submission formats, deadlines, and any other relevant guidelines.

Resources:

Instructors should provide learners with any necessary resources or materials required for the completion of assessments. This includes access to reading materials, software, or tools necessary for practical tasks.

6. Assessment Implementation

6.1 Administration

Communication:

Assessment details, including schedules, criteria, and instructions, must be communicated to learners at the beginning of the course. This information should be accessible through the course syllabus and the Alpha Training learning management system.

Submission Guidelines:

Guidelines for the submission of assessments must be clear, including deadlines, acceptable file formats, and submission platforms. Late submission policies should be explicitly stated.

Security Measures:

Appropriate measures should be implemented to ensure the integrity and security of assessments. This includes secure storage of exam papers, use of plagiarism detection software, and verification of learner identities during examinations.

6.2 Conducting Assessments

Examinations:

Examinations should be conducted in a controlled environment, with appropriate invigilation to prevent academic misconduct.

Any specific rules or regulations regarding conduct during exams should be communicated in advance.

Practical Assessments:

Practical assessments must be conducted with all necessary equipment and safety protocols in place.

Learners should be briefed on any specific requirements or safety considerations prior to the assessment.

Group Assessments:

Group assessments should include clear criteria for individual contributions and overall group performance.



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Mechanisms should be in place to address any issues related to group dynamics or unequal contributions.

7. Grading and Feedback

7.1 Grading Procedures

Marking Scheme:

A standardised marking scheme should be used to ensure consistency in grading across different assessments and evaluators. Rubrics and criteria must be applied uniformly.

Moderation:

Moderation processes should be in place to review a sample of assessments and ensure that grading is consistent and fair. This may involve a second evaluator reviewing a selection of marked assessments.

Grade Entry:

Final grades should be recorded accurately and promptly in the official learning management system. Grade verification procedures should be in place to prevent errors.

7.2 Feedback Provision

Timeliness:

Feedback on assessments should be provided to learners within two weeks of the assessment submission or completion date. Feedback must be timely to be effective for learner improvement.

Constructive Feedback:

Feedback should be constructive and specific, highlighting strengths and areas for improvement. It should be aligned with the assessment criteria and offer practical advice for future assessments.

Learner Support:

Learners should have the opportunity to seek clarification on feedback and guidance for improvement. Instructors should be available for consultations during designated office hours or by appointment.

8. Review and Continuous Improvement

8.1 Assessment Review

Annual Review:

Assessments should undergo an annual review process to evaluate their effectiveness in measuring learning outcomes. This review should consider learner performance, feedback, and any issues encountered during the assessment process.

Stakeholder Feedback:

Feedback from learners, instructors, and other stakeholders should be collected to inform improvements in assessment design and implementation.

Adjustments:

Based on the review outcomes, necessary adjustments to assessments should be made to enhance their relevance, fairness, and alignment with course objectives.

9. Responsibilities

9.1 Instructors

Design assessments that align with course objectives and learning outcomes.

Provide clear instructions, criteria, and feedback to learners.

Ensure fairness and consistency in grading and feedback.

9.2 Learners

Adhere to the submission guidelines and deadlines.

Seek clarification on assessment requirements and feedback when necessary.



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Maintain academic integrity and honesty in all assessments.

9.3 Academic Administration

Ensure that assessment procedures align with institutional policies and standards.

Support instructors in the development and implementation of assessments.

Facilitate the appeals process and address any assessment-related issues.

10. Policy Review

This policy will be reviewed every year to ensure its relevance and effectiveness. Changes to this policy will be communicated to all stakeholders via the Alpha Training website and official communication channels.