



**TTII**

# Assessment Policy



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## Definition of Terms

Assessment:	Assessment is the systematic collection and analysis of information to improve student learning. Assessment is an evaluative process through which a judgment is made about the extent to which a student has demonstrated graduate capabilities objectives and has achieved the required learning outcomes.
Feedback:	Feedback is information provided regarding aspects of students' learning and performance, including corrective information. Feedback is part of formative assessment – it can be used to clarify and correct conceptual and skills-based errors or underdeveloped ideas. Feedback can help learners to generate higher level responses or work output. This may take the form of group feedback, individual feedback, peer feedback, self-comparison, verbal and written feedback, discussions (in class) as well as more formal feedback related to assignment marks and grades.
Examination	This term refers to a formal final supervised test, quiz or essay paper in an official examination period in which the results contribute to summative assessment.
Progress Tests	Progress Tests are used during a semester or course to determine student mastery or understanding of aspects of the course objectives. They are assessment activities, which are carried out under examination-like arrangements, but occur during normal semester time, not the official examination period. These tests perform a useful formative learning function for students and teachers as well as a summative function.
Rubrics	Rubrics are scoring tools that list the criteria for a piece of work and against each of the value levels, standards of performance and the associated grade that would be attributed to that level of performance. E.g. Excellent, Good, Needs Improvement or Developing (not passing), Functional (pass), Proficient (credit) and Advanced (Distinction and High Distinction) or as numerical scores (e.g., 4, 3, 2, 1).
Self-Assessment	Self-assessment involves students making judgments about their own learning: both their process of learning and its outcomes. To be effective self-assessment requires the criteria and standards to be applied to the learning outputs to be communicated clearly to students, so that they can make informed judgments about their own progress. It does not have to include self-grading.
Peer-Assessment	Peer assessment involves students commenting upon and judging the work of their learner colleagues. It can be used to develop students' ability to work cooperatively, be critical of others' work and receive critical appraisals of their own work. It does not necessarily include grading
Authentic-Assessment	This form of assessment attends to real world problems, skills and performances. Such tasks are designed in such a way as to encourage connectedness of learning outcomes with real work tasks, problems and the development of graduate capabilities that make it possible for graduates to

	be “work ready” as well as be competent and responsible citizens. Typically, authentic assessment tasks comprise projects, investigations and report writing instead of essays; interviews and analysis instead of exams; surveys and analysis and instead of tests; team tasks instead of individual tutorial presentations. Authentic Assessment may take the form of internship as well.
Weighted Grading	Refers to assessment of discrete elements of an assessment task in which grades or scores are recorded against each required element of work or criteria and then tallied to arrive at a final grade. There are usually differential weightings for the various elements which are dependent on their relative importance in relation to the unit learning objectives.
Holistic Grading	Holistic grading takes the learning product or performance as a whole and compares it in its entirety against an expected standard of performance or product.
Practicals	Assignments in the MICIA Modules 3 & 4, as well as PLAP Modules 3 & 4, students are assessed on practical skill sets for the technical areas. These assessments are hands-on and designed to test the motor skills domain of students’ applicability to real life scenarios and elements required to complete areas of investigation and adjusting.
Learning Objectives	Learning objectives are the teaching intentions espoused in a curriculum document regarding the planned learning experiences set out to help students achieve. These underpin and direct the unit design and teaching activities. Their effectiveness is what is evaluated by students and peers through standard student feedback on teaching measures and peer review processes.
Learning Outcomes	A learning outcome is the specification of what a student should learn as the result of a period of specified and supported study. (Lee Harvey 2004–16)
Graduate Capabilities	These are the capabilities that students must demonstrate in order to pass a unit or graduate from a program of study. These are what must be assessed in each unit or module.
Moderation	<p>(A) The role of assessment design moderation is to ensure that (1) tasks are aligned to the Course and Unit Objectives; (2) stated learning outcomes satisfy professional community standards.</p> <p>(B) Moderation of the grading process and outcomes is intended to ensure (1) consistency across multiple markers and (2) that the grades attributed to student products and performances reflect the appropriate standards for the Unit level and satisfy institutional, national and international standards of the professional community.</p>

## Purpose

To communicate the practises that underpin the TTII's approach to assessment of student learning and feedback. These practises guide the procedures to be used in the conduct and management of assessment and feedback in all coursework from courses that are components of our programmes.

## Scope

TTII managers of learning and teaching, all teaching staff, Assessment staff, support staff, and all students enrolled in our programmes. .

## Policy

The TTII assessment policy and procedures is derived from industry practices and aligned with international standards that ensure that student and teacher efforts play a pivotal role in focusing on intended learning outcomes to produce grades and reports that are valid, reliable and an accurate representation of each student's capabilities, in relation to clearly articulated learning objectives. This policy and procedures are consistent, ethical, honest, fair, equitable and thus provide an opportunity for success for all students.

This policy shall also embody high quality, timely feedback as an essential element that must have value for students in improving their learning performance and developing their capacity to self-assess. It incorporates expectations and standards of national and international stakeholders, where appropriate, by focusing on quality assurance procedures and processes as part of a quality management system, which ensures quality of student learning achievements.

These learning achievements require involvement of the TTII management (and all other stakeholders) to achieve quality enhancement and continuous improvement as evidenced through:

- Transparent, consistent, efficient and effective procedures;
- Provision of opportunities to enhance "*assessment literacy*" of all stakeholders, at all levels of responsibility, so that they are well informed of their rights and responsibilities and have reasonable expectations regarding assessment process outcomes;
- Accountability and responsibility among staff and students are guided by ethical assessment procedures;
- Moderation processes that have a dual focus, namely:
  - (i) assessment design
  - (ii) consistency of grading outputs;
- Review cycles that inform TTII's Quality Assurance and quality enhancement processes.

# **TTII Assessment – Code of Practice**

## **Purpose**

There are many stakeholders involved in the conduct and outcomes of assessment including students, teaching staff, industry practitioners, the Regulators and the community. Assessment is a high stakes activity in the educational process, which is a critical aspect of the TTII operation, as the institution is accountable for the credentials it bestows on its graduates.

The TTII, through the Director of Education, requires that:

1. Teachers and students will ensure that they are familiar with the implications of the assessment policy and related documents.
2. The Communications/Education Officer will establish mechanisms and procedures to enable the implementation of the Assessment Policy.
3. The Institute establishes sound connections with related professional accrediting bodies and employer groups to maintain a clear shared understanding of the standards achieved in graduates' credentials received from the TTII.
4. Students will comply with the systems, rules and expectations of programme delivery in all matters to do with assessment and performances.
5. Evaluate own performance as an assessor against the principles, values and practices outlined in this policy by utilising our internal quality assurance processes. Seek external expert moderation in order to obtain feedback on assessment results of graduate grades for consistency of marking standards.
6. Students to utilise the mechanisms for appeal if the need arises.

## **Rights and Responsibilities of Students**

Students are entrusted with the responsibility to:

1. Be aware that the major objective of assessment is to aid learning achievements.
2. Be informed of the rules and requirements for progression in TTII programs, ensuring that they are fully aware of the advice, implications of discontinuation or withdrawal from a course.
3. Be aware of, and abide by, the assessment policy including the consequences for acts of dishonesty that include cheating, collusion and fraud.
4. Be aware of the means for seeking assistance in the department and institution.
5. Behave ethically and responsibly in their conduct of assessment tasks and avoid any action that would unfairly disadvantage or advantage another student.
6. Use assessment to engage in critical self-evaluation in terms of their progress towards the learning outcomes.
7. Submit work on time, ensuring that it is their own except when shared ownership is part of the task.

8. Notify staff as soon as possible if difficulties arise with timing, availability of resources or other requirements of the task.
9. Notify staff as soon as possible if difficulties arise in terms of substantial absences and submit an application for Special Consideration with the appropriate medical and/or other certificates.
10. Be aware of mechanisms for appeal.

## **Examinations**

### **Management of assessment**

TTII will take reasonable steps to protect students' personal information against loss, unauthorised access, use, modification or disclosure, and misuse. This includes assessment processes, submission of assessment tasks and providing results and feedback to students.

### **Types of Assessments**

#### Diagnostic assessment

The goal of a diagnostic assessment is to determine the achievements of candidates at the entry stage of a course or programme to determine whether their qualifications and abilities at least meet the minimum requirements to be accepted by the TTII. This forms part of the TTII Quality Assurance Procedures and Processes.

Diagnostic assessments include:

- Phone interviews
- Face to face interviews
- Background checks based on qualifying evidence submitted.

#### Formative assessment

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help the institute recognize where students are struggling and address problems immediately or in a timely manner and include,
- participation in class discussions
- Informal question and answer feedback sessions.

## Summative assessment

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments include:

- a progress test
- a final exam
- a project paper or assignment

## Secondary Assessments

The goal of secondary assessments is to cater for situations that are out of the control of students and Institution, as well as, those who failed or were unable to complete the primary assessment. Secondary assessments will test the same areas of skill and knowledge that the original assessment was intended to test. It is consistent with the assessment criteria stated in the course outline and scheduled after the primary assessment or examination period.

Secondary assessments may take the form of:

- supplementary assessment or examination,
- deferred assessment or examination,
- special consideration
- Resits

### **Conditions for writing Programme Supplementals, Resits and Progress tests:**

- Students failing to write Final exams due to illness will be allowed to write the Supplemental at no cost, on the condition that a medical for the period is submitted.
- Students failing to write progress tests must submit a medical, sick leave, or valid reason for absence **within 24hrs of the test**. Failure to do so will mean forfeiture of the examination. Upon receipt of the aforementioned the TTII will advise if a student will be granted a supplemental exam. This applies to Final exams (Supplementals and Resit) as well.
- Students receiving between 50% to 59% as their overall average (total score at the end of module) would be allowed to write the Resit Examination at a cost of TT\$500.00. **There is a maximum of two Resit Examinations.**

### **Condition for students writing Deferred Examinations:**

- Situations that are out of control of the Institution. For e.g. Closure of office or examination hall due to emergency.



### Condition for Special Consideration:

- A death in the family. In this case, a death certificate for the deceased must be presented to the TTII no more than two weeks after the date of the examination for consideration of a deferral or supplemental. The candidate will also be required to provide proof of relation to the deceased.

### Border-line failures

- Appeals for border- line failures (i.e. within and up to 1 mark) are referred to the Examination Unit Chair (or an independent marker the Chair may appoint) for moderation after the 1<sup>st</sup> and 2<sup>nd</sup> marking. However, this process does not guarantee a pass grade.

### Repeating a Module:

- Students receiving an overall average below 50% will be required to repeat a Module in the next cycle.
- Repeating the module means that students will have to redo all Coursework Assignments, Progress Tests and the Final Examination.

## Assessment Procedures

### Requirements for coursework programs

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1. When planning teaching, learning and assessment activities, the TTII assessment staff will take into consideration the total time that students will need to allocate to all major and related tasks required to engage with the course content and successfully achieve the desired course outcomes. This includes attendance at all face to face delivery components, completion of assessment tasks, self-directed independent course related reading and research. The total contact hours per course can be found in each of the programme's prospectus, or brochures.
2. For the purpose of this policy, assessment tasks that contribute to the final grade in the course are divided as follows:
  - a. **Continuous assessment tasks:** TTII courses may include a number of these tasks during the study period. Collectively these are known as 'a set of continuous assessment tasks' This may include a project paper or other assignments.
  - b. **An assessment point** occurs when students are asked to submit work at a specified point of time in the course, including end-of-course examinations where used.
  - c. **Additional assessment requirements** (assessment hurdles) are conditions for passing a course or assessment task other than the overall mark. They include, but are not limited to, achieving a specified outcome in a particular aspect of the course, or specified attendance requirements. Note: this is solely at the discretion of the TTII.

3. Unless a specific variation is approved the Director of Education, the following requirements apply:
- a. There will be no more than five assessment points in any course.
  - b. At least 40% of the total assessment for the course will occur before the final exam.
  - c. The assessment point value will be done using the weighted point system.
  - d. All written assessment tasks should be submitted in hard copy. Soft copies can be submitted if requested by the lecturer.

## **Communication of assessment requirements to students**

The programme prospectus explains the expectations of each assessment task, its relationship to the program graduate qualities, and the criteria and standards by which performance will be judged. However, see below additional conditions for assessments.

### **Assignment Guidelines**

Individual and/or group assignments are usually done outside of the classroom and a submission date is assigned by the lecturer.

### **Late Submission of Assignments**

Any assignment submitted past the deadline date, 10% of the total marks (100%) will be deducted per day. After three (3) days the assignment will not be accepted and the student will receive zero.

*In cases of illness, a medical must be submitted and will be verified by TTII. Extensions may be granted at the discretion of the Institute.*

These guidelines are on pages 7 – 9 of TTII Examinations Handbook.

### **Plagiarism**

In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source (WPA 2003) and must comply with the T & T Copyright Act no. 8 of 1997, chapter 82: 80 section 5 and 6. Plagiarism also comprises:

- Copying or editing any type of work from a co-worker/friend.
- Someone dictating words to you.
- Cutting and pasting from the internet without citing the source of the information
- Using a quote and not identifying the author or source.
- Using another individual's work to complete your assignment.

For examples of referencing see the student examination handbook page 6. The referencing system adapted by the TTII is the Harvard University style of referencing. Supplementary information on this will be distributed to students by the Communication\Education officer (Programme Coordinator) as needed.

## **Disciplinary Actions**

The act of plagiarism is a serious offense and not taken lightly by the TTII. If a student's work is found to be plagiarised, or a student or group of student is found to be cheating (for example, doing another student's assignment for them) the following actions will be taken:

### *Faculty – Student Conference:*

When a module lecturer ( or any member of the TTII Examination Unit) responsible for assessments has reason to believe that an action of a student, or students falls within plagiarism or cheating as a result of their investigation/s (e.g. using plagiarism checkers), the examination unit member is obliged to initiate a faculty-student conference. The lecturer may choose to handle the alleged instance of cheating and/or plagiarism in conference with the student. During the conference, the instructor shall present the student with the charge and the evidence which should occur no later than three weeks from the alleged incident or discovery of it. If the conference finds that cheating and/or plagiarism has occurred, the Lecturer's Report of Cheating and/or Plagiarism must be sent to the Communication\Education Officer (Programme Coordinator). The Lecturer Report may include recommending the following sanctions:

#### *a) Academic Sanctions*

If the student admits to plagiarism and/or cheating, the lecturer shall impose an academic sanction. The instructor has the prerogative of lowering a grade, assigning a grade of "0" or "F" for the test/paper, assigning a "0" or "F" for the entire course, or recommending another penalty that seems appropriate. If the student maintains their innocence, then a second investigation shall be done by an external examiner or any other Examination Unit member appointed by the chair. If the results of the investigation are the same then the above sanctions apply at the discretion of the lecturer. If innocence is proven, the case will be dropped. No sanction can be imposed without filing the Lecturer's Report of Cheating and/or Plagiarism with the Programme Coordinator for approval.

#### *b) Disciplinary Sanctions*

In addition to academic sanctions, the Examination Unit Chair may also recommend students who admit to cheating and/or plagiarism be subject to additional disciplinary sanctions. Following due process, disciplinary action taken by the Examination Chair may include, but is not limited to, the following: blocking the possibility of substituting a grade earned later in the same course, a written reprimand, suspension, or expulsion. Recommendations for these disciplinary sanctions will be considered upon receipt of the Lecturer's Report of Cheating and/or Plagiarism filed with the Programme Coordinator.

## **Feedback to students**

Feedback is one of the most important aspects of the learning process. It enables students to make timely and informed judgements about their performance. It forms part of the formative assessments that the TTII employs.

1. Feedback will be provided in a variety of ways, including:

- a. model answers to questions

- b. verbal comments to individuals and/or a class
  - c. In-class reviews of Assignments and Progress Tests
  - d. comments via email and/or online forums, to individuals and/or a class
  - e. comments on presentations and participation in class discussions
  - f. preliminary discussion about an assessment task
  - g. written feedback on drafts of an assessment task
  - h. written comments on feedback forms
2. Feedback on assessment tasks for students will normally be provided within 10 working days, but no longer than 20 working days following the deadline for submission of the assessment task
  3. Feedback for summative assessment will be will include as a minimum:
    - a. an indication of the graduate qualities being assessed by the task
    - b. marks or grades, and/or
    - c. comments in response to key components of the task or a summary comment.
  4. Where summative examinations are used in a course, the programme coordinator or course tutor will ensure that appropriate feedback is available to students, for example, change of dates for exams, weak area analysis etc.
  5. Students seeking individual feedback about a summative examination must contact their Lecturer or Education Officer within 3 working days following the finalisation of results for that study period.

## **Examinations Procedures**

1. All cellular phones, beepers and electronic devices are to be turned off. Candidates will be EXPELLED from the examination room and their examination paper destroyed if cell phones, beepers, tablets or any other electronic device sounds during the examination.
2. Talking, writing or communicating in any way with other candidates during the examination is prohibited.
3. When candidates receive exam booklets, they must verify that the title of the exam is correct.
4. Only the Examination Answer Sheet provided by the Presiding Officials / Invigilators will be used. Scrape paper is provided for candidate use. Either pens or pencils can be used for the examination.

5. The information requested on the Answer Sheet is to be completed by candidates. NB. Ensure that your Candidate Number, Company Name, Date of Birth and a valid Identification number is recorded on the answer sheet; Failure to do so will mean that candidate exam results will not be recorded.
6. Answer all questions by writing on the Answer Sheet provided, the letter that best answers the question and/or answer all mandatory questions as in the case of essay type questions.
7. Candidates must not make any marks in the question booklet.
8. Any supplementary documents that can be used in the examination will be communicated to students before the final examination.
9. The examination booklet, the answer sheet and the scrap paper provided are to be returned to the Presiding Officer / Invigilator whether or not the examination was attempted. If candidates finish early, please do not congregate outside the exam area and possibly disturb other candidates still taking their exam.
11. The Presiding Officer / Invigilator(s) is empowered to discontinue the examination of a candidate suspected of misconduct and to exclude him/her from the examination hall. There after a report will be sent to the Central Bank.
12. When an exam has commenced candidates will not be allowed to leave during the first thirty (30) minutes of the examination.
13. The summative examinations are marked by internal tutors and external examiners. All grades obtained will not be final until marked by the external examiners. Results for final examination will be available one month from the date of exam (or two weeks for Resits) and will be sent to a candidate's company head office for distribution or to individual addresses as specified.

## **Appeals**

Appealing grade scores shall be done in accordance with the Examination Appeals Policy which is published on the TTII website. It can be found here:

<http://www.ttii.org.tt/uploads/MICIA%20Examinations%20Appeals%20Policy.pdf>

## **Governance of Disciplinary Action/s**

Where a student is found to breach the Assignment or Examination Guidelines/Regulations, the breach will be handled by the Examination Unit and Director of Education.

In cases of non-resolution, the matter will then be referred to the TTII Council of Trustees.

## Moderation of assessment

Moderation of assessment includes assessment design and approaches to marking, as well as processes associated with the review of judgments made about students' results or grades and feedback. Moderation incorporates valid and fair assessment tasks as well as valid and reliable judgments about the quality of students' work.

TTII moderation processes result in high quality assessment practices to ensure:

- a. The manner in which all assessment items in all courses are valid and fair ways of measuring student achievement of learning outcomes.
- b. Practices to ensure consistency in judgments made about student achievement within and across courses, including the use of:
  - (i) marking guides to promote shared understandings about expectations and performance in assessment
  - (ii) second marking where an external examiner assesses marked work.
  - (iii) there is an Examination Unit or Team to address disparity in grades
- c. The review of marks or grades awarded to students' work, including feedback (as a result of an appeal for final exams), and any subsequent actions are communicated to students.

## Commitment of Management

The TTII Assessment Policy will be updated as needed in accordance with the TTII internal quality assurance procedures and processes and will be reviewed yearly as part of the TTII Quality Management System to maintain the professional standards of quality needed for effective delivery of TTII programmes.

Approved by   
Raphyl Williams  
Director of Education

Date 24<sup>th</sup> October 2016

## References

- 1) WPACouncil.org, January 2003

Sourced at :

<http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

On 25.10.2016 at 4:34pm.

- 2) Harvey, L., 2004-16, Analytical Quality Glossary

Sourced at:

<http://www.qualityresearchinternational.com/glossary/learningoutcomes.htm>

On 17.6.2016 at 2:00 pm