



THE PHILIPS COLLEGE

ASSESSMENT POLICY

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Examination and Assessment Policy

The Academic Committee of the Philips College believes that an effective student performance system is crucial to academic standards and that such systems are conducive to student academic development and welfare. The application of continuous student assessment is just as important as end-of-semester assessment. Students should be assessed fairly and the assessment should be related to the teaching objectives of the course. The College also believes that the student assessment procedures should be well documented, known and presented to the student well in advance, and applied in a timely and fair manner.

Since student performance is closely linked to by the teaching methods adopted, these methods are also assessed. As a result, the College ensures that the student performance is maximized, and that students receive the fullest benefit from their educational experiences. Peer view and evaluation are significant components of the assessment of teaching methods. In this regard, the College encourages, and in practice enforces, a policy of peer evaluation where peers act in good faith and with the welfare of the student and their colleague in mind. The peer review of teaching staff is undertaken once every semester. Each member of the teaching staff is assessed by their peers in class with a view to evaluating the effectiveness of the teaching methods used and to recommending improvements where necessary.

Students are also encouraged to play a key role in the assessment of the teaching methodology employed because as pivotal figures of the College they should carry out this role. Thus, at least once a year, students are asked to evaluate the performance and effectiveness of their lecturers in class with the aim of providing feedback and helping the lecturer improve their performance.

Academic Staff are provided with assistance from the secretarial staff and by the Faculty Office which provides the stationery and other examination requisites. The Faculty operates a policy of the anonymous marking of examination scripts. Students are thus required to enter their College number and not their names on exam scripts. They are also required to complete an attendance register, so as to be informed about any missing students, and to have information in the event of the loss of scripts or fraud.

Assessment

Assessment is viewed as a process of gathering evidence to make decisions for a variety of purposes, including learner's attainment of educational outcomes and teachers' effectiveness. Programme evaluation is a systematic method of assessment related to the desired implementation or outcome of an educational innovation or programme.

Formative assessment is designed to inform students and instructors about a student's understanding of a particular topic, or about achieving particular learning outcomes of the course. In fact, they are low-stakes or no-stakes exercises during the learning process.

Summative assessments are learning transactions, such as essays, examinations, projects, etc., which evaluate the student's achievement and form part of the overall student's grading in the course.

As part of its learning strategy, The Philips College aims to ensure that research within the programme team actively informs teaching and curriculum development. The programme responds to the key features of the College's student as producer initiative in the following ways. Discovery, Technology, Research and Evaluation, Student Voice, support for research-based teaching and learning through expert engagement with information resources.

Assessment Policy

Students are assessed by a variety of methods depending on course choices and learning outcomes. These include the following:

- Exams
- Open-book
- Seminars
- Essays
- Coursework
- Individual or group project
- Case studies/role play simulation
- Project and oral presentation
- Student portfolios

Teaching is via lectures, small groups seminars and case studies but we recommend that instructors use a mixture of assessment methods in order to support their students to develop a variety of skills and attributes.

As a general rule, all courses of the program have a minimum of 20% attributable to a mid-term assessment, and minimum of 50% attributable to a final written examination, which normally last for three (3) hours. A maximum of 30% is attributable to continuous assessment during the semester based principally in class participation, tests, quizzes, essays, projects, case studies, student portfolios, video presentation, etc.

Each Department is responsible for notifying students of the assessment requirements for each course offered. This, however, does not absolve the student from the responsibility of acquainting himself/herself with the assessment requirements by referring to the relevant publications.

Students who fail to submit coursework by the due date, and who do not have an extension or certified mitigating circumstances, fail in that piece of work. Departments normally permit a student to resubmit one piece of coursework per subject.

Coursework may also take the form tests which are held under examination conditions. Coursework is normally marked and returned to students within one week.

Assessment Strategy

A variety of assessment methods are used to test subject knowledge and understanding and to enable students to demonstrate that they have achieved the learning outcomes of the programme. Many modules are assessed, at least in part, by examination which is driven by the professional bodies' requirements. Examinations include traditional unseen papers and pre-released problem questions. Students are also assessed by coursework which includes assignments, individual group presentations and workbooks, and the College has introduced innovative assessed moots in specific modules. Written assignments may be in the form of, for example, an essay research exercise reflective journal or writing review. Coursework provides students with an important opportunity to gauge how they are coping with various subject areas and levels of study before having to sit an examination. These methods of assessment allow students to show how they have acquired both knowledge and the ability to think critically about the subject, but also allow students to reflect on the feedback for an assessed piece of work and think of ways to improve the quality of their work before sitting an examination at the end of the academic year or attempting another piece of coursework.

The assessment regime also students to demonstrate the acquisition of key skills. Written assignments allow students to demonstrate their ability to select, interpret and summarise legal sources and, to reflect the College's Student and Producer ethos, they enable students to engage in the discovery mode of learning by pursuing independent research and developing their own knowledge and understanding. Both written assignments and examinations allow students to show that they have developed their literacy and proficiency use of the language.