MIANZ INTERNATIONAL COLLEGE
INSPIRING EXCELLENCE

Policy Name:	Online Assessment Policy		
Department	Academic	**Approval Authority**	Rector
Date of Implementation	21/9/2022	**Date of last Revision**	21/7/2022

1. Introduction

This policy must be interpreted with the Assessment Policy of MI College. While assessing students doing e-learning programs, the academics must ensure that all standards identified in this online assessment policy are met, along with the general assessment standards, stated in the Assessment Policy.

1. Scope

This policy:

a. Describes the standards and norms to be followed at MIC in assessing e-learning modules

b. Applies to all e-learning students and academic staff of MIC.

2. Definitions

Assessment: Assessment is the process of evaluating students' performance to ascertain the extent to which they have met the prescribed learning outcomes of the task (and thus contribute to the achievement of the learning outcomes of the unit and the course). Assessment enables students to monitor their progress and determines the academic results in a unit of study.

Assessment schedule: The series of assessment tasks comprising the total assessment for a unit.

Assessment tasks: The single components of an assessment schedule.

Criterion-referenced assessment: Assessment based on pre-determined and clearly articulated criteria which are directly drawn from the unit learning outcomes.

Due date: The date and time by which an assessment task must be submitted.

Hurdle task: A task or activity that is marked on a pass/fail basis and is required to pass the unit but does not contribute to the final grade.

Learning outcomes: Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Moderation (of assessment): A quality review and assurance process which supports assessment design and marking activities. It involves confirmation that the assessment tasks and marking are valid, equitable and reliable.

Rubric: A rubric is a scoring tool that explicitly represents the performance expectation for an assignment or piece of work.

Standards: A framework which explains what can be expected at different levels of achievement of a learning outcome.

Confidential Information: confidential information about an assessment is information which, if disclosed, could compromise the ability of the assessment to provide an accurate measure of Learner's attainment.

Coordinator: Any Person appointed by the MI College to take administrative charge of academic related work. This maybe a faculty facilitator, lecturer, a Branch manager, or an externally hired personnel.

Please refer the Assessment Policy for more definitions of terms:

3. **Online Assessment:**
   a. *General*
      I. A sound assessment mechanism is compulsory in the design of an e-learning module, and hence each e-learning module must have a well staged, assessment procedure clearly linking the module outcomes and assessment outcomes. Moreover, with each assessment, there must be a clear indication of the expected learning outcomes that are assessed.

      II. Online assessments must be designed around formative and summative forms of assessments.

      III. The students must be informed about the conditions and outcomes of the assessments before and after the completion

      IV. Appropriate arrangements must be in place to ensure security of assessments

      V. The college must have data protection and privacy procedures in place.

      VI. It must be ensured that the assessment methods fit the method of delivery and the assessment weightage must reflect the credit hours assigned to various topics.

      VII. Student work may be marked by peers, teachers or by automated marking processes but these techniques may be used for only continuous assessments.

      VIII. For students following e-learning courses the sequencing of assessments and their schedule forms an important factor in determining student study patterns. The use of formative assessment can be designed to provide points at which students can verify and consolidate their progress towards achievement of learning outcomes. Learning outcomes will be assessed more formally in the summative assessments.

IX. Final examination, if proctored online, must meet the online proctoring standards identified by the college, in addition to adhering to the Examination and Invigilation Policy.

X. If an e-learning module is given a face to face final examination, then the examination will be subject to regular policies.

XI. The college must have a mechanism to provide academic professional development for lecturers to develop competencies and skills required to develop online assessments.

XII. The college must have plagiarism detection systems available and staff conform to policies on the use of these systems.

b. Continuous Assessment

I. It is expected that the students are given access to their e-learning platform a week before the e-learning module starts. Assess should be given not later than one day before the start date.

II. The e-learning platform must be designed in a way that students are fully informed on the nature and function of assessments during the course, their contribution to summative assessment and their relationship to intended learning outcomes.

III. All the assessments activities are expected to be be provided with corresponding assessment rubrics.

IV. Lecturer feedback on assessments is an essential teaching tool. Lecturers are required to provide timely feedback aimed at student improvement. In circumstances where marking responsibilities are assigned to tutors, or in consortium arrangements, marking criteria need to be uniformly understood and consistently applied. Clear marking guides, and online discussion among tutors, will help to achieve this.

V. Peer and self-review can also be used for formative assessment. Clear marking criteria are needed for this to be a valuable exercise.

VI. E-learning offers opportunities for embedded interactive formative assessment with automated feedback. Lecturers may seek help from the Virtual Campus for training on developing Assessment modules in the LMS.

c. Formative Assessment

I. The student performances in the continuous assessment must be used for Formative Assessment purposes.

II. Timely and constructive feedback must be given to the e-learning students in order to help them identify their strengths and weaknesses.

III. Formative assessment can take a variety of forms ranging from voluntary online self-assessment tests with built-in feedback to more formal items of assessment.

IV. The formative assignments must NOT be graded. The module design must clearly indicate which activities are graded and which are not. The graded assignments ar part of the summative assignments.

V.   It is mandatory to attach at least one formative assessment to each component of the competency that the student is expected to achieve, before the student is subjected to a summative assessment on that component.

VI.   Formative assessment is critical in e-learning and hence formative assessments at through each topic is essential to be incorporated in the modular design to provide students opportunity to monitor their progress at regular intervals.

VII.   Discussion forums, wikis and social media platforms are often used in the formative assessments. In such cases peer reviews play an important role in contributing to providing feedback. The curriculum delivery must ensure that students are given guidance and training in assessing, giving feedback and constructive reviews so that the students can contribute to formative assessment positively and in sufficient depth.

VIII. Self-regulated learning is crucial for the success of e-learning programs. The college must organize sessions for students to engage in self reflection, reflective practices and self assessments as these are valuable skills that students must develop to become self-regulated learners.

d. Summative Assessments

I.   Summative assessment is aimed at awarding a grade or mark to the student.

II.   The graded activities are expected to be given individualized feedback from the lecturer through which a student can judge their progress and reflect on their further learning.

III.   The aggregate score of all the summative assessments determine whether the student progresses to the next stage of a programme or gains an award on completion.

IV.   Procedures for summative assessment need to be:
   A. **Explicit:** the requirements for successful completion of the assessment item and the criteria by which marks are allocated should be clear to students and examiners alike.
   B. **Fair:** the nature of the assessment should not favor or disadvantage any particular student or group of students.
   C. **Valid:** the assessment should be an effective test of the achievement of the particular learning or skills outcomes under consideration.
   D. **Reliable:** the procedures for assessing performance and allocating marks should be internally consistent - with respect to time, place, and the markers involved.
   E. **Plural:** not over-reliant on one particular form of assessment.

V.   External moderation of summative assessments and their outcomes is regarded as good practice, and e-learning curricula generally lend themselves well to external moderation.

VI.   Care must be taken to rule-out any form of plagiarism in online assessments. The students' work must be checked through an appropriate plagiarism software. In order to reduce chances of plagiarism, the Examination Center must ensure all procoring measures identified in teh Online Proctoring Standards are met.

VII.   lecturers are required to randomly identify and analyze cases of significant discrepancy between an individual student's performance on different forms of summative assessment

VIII. The faculties are recommended to use new technologies that offer video conferencing tools to assess students in realtime where possible.

IX.   In general college prefers students to attend a registered examination center of MI College for the final examination or final summative exam. However, the facility to do online will be provided for students who request for online examination, provided they meet the conditions outlined in the Examination and Invigilation Policy.

e. Final Examination

I.   Examination procedures for e-learning courses must comply with institutional examination procedures and should not disadvantage e-learning students.

II.   The Examination process must precisely meet the Online Proctoring standards of the

5. Relevant Other Policies / Documents:

Assessment Policy
Examination and Invigilation Policy
Policy on Credit Points, Grading and Grade Point Average (GPA),
Student Appeal Policy.

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