



Education for Health Assessment Strategy

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Overarching Principle:

Assessment at Education for Health is an integrated and integral part of effective learning and teaching processes.

Criteria 1:

Clearly communicated assessment standards and criteria that are linked explicitly to learning opportunities and teaching methodology

The Programme and / or Module Specification contain details of:

- How the assessment strategy supports the achievement of the award outcomes
- What information is provided to students about assignment tasks
- How assignment tasks are linked to the programme and / or module learning outcomes

Criteria 2:

Provision of formative and summative assessment feedback will be timely, informative and constructive in order to motivate the student for further achievement; recognise and reward their progress.

Formative and summative assessment methods will be designed into every programme and module. Teams will:

- Ensure assessment is facilitative, supporting student learning by the provision of appropriate feedback/feedforward on students' performance.
- Ensure there is an appropriate balance for formative and summative assessment.
- Ensure every student has the opportunity to complete at least one formative assessment activity during each module.
- Ensure students understand the important connections between formative and summative assessment.
- Advise every student on their level of achievement in summative tasks with comprehensive assessment feedback/feedforward.
- Ensure students can meet the learning outcomes and overall aims of the module to the required academic standard

Criteria 3:

Consistent application of Education for Health Standards Descriptors, marking and moderation procedures within and across programmes and modules will ensure assessment practices are fair and transparent

In the design and evaluation of assessment, teams will ensure that:

- Assessment is valid, reliable and authentic in relation to its form, quantity, level, content and learning outcomes whilst avoiding assessment overload.
- Assessment is designed so that threshold requirements are achievable for any student admitted onto a course of study.
- Student performance for specified assessment is gradable, using a full range of marks.
- Assessments across the programme are varied and in line with other current HEI methods of assessment
- Assessment processes are equitable with all students being assessed fairly on their own individual merit and ability.
- Assessment processes are robust with monitoring and evaluation through annual monitoring processes.

1. Principles of Assessment

Assessment at Education for Health is an integrated and integral part of effective learning and teaching processes. It is the principal instrument by which we:

- recognise and reward student progress;
- provide motivation for further achievement;
- identify areas for development in student learning;
- monitor levels of achievement;
- maintain academic standards;
- help to prepare students for professional life and Continued Professional Development (CPD)

The principles of assessment are that:

- it is valid in relation to its form, quantity, level, content and learning outcomes whilst avoiding assessment overload.
- it is designed so that the threshold requirements are achievable for any student admitted onto a course of study.
- it is facilitative and supports and promotes student learning by the provision of appropriate feedback on students' performance.
- it is reliable and consistent in the judgements made.
- the processes are explicit with all parts of the assessment process being made clear to all parties (students, staff, and external examiners).
- the processes are equitable with all students being assessed fairly on their own individual merit and ability.
- the processes are robust
- student performance for specified assessment is gradable, using a full range of marks.

The principles of assessment have been formulated taking account of the [QAA UK Quality Code for Higher Education](#) and specifically the setting and maintaining of the threshold academic standards

2. Definition of Assessment

Assessment is defined in the QAA Quality Code (2012) Chapter B6 as “any processes that appraise an individual’s knowledge, understanding, abilities or skills.” There are many different forms of assessment, serving a variety of purposes. These include:

- promoting student learning by providing the student with feedback/feedforward, normally to help improve their performance
- evaluating student knowledge, understanding, abilities or skills
- providing a mark or grade that enables a student's performance to be established, and may also be used to make progress decisions
- enabling the public (including employers) and higher education providers, to know that an individual has attained an appropriate level of achievement that reflects the academic standards set by the awarding institution and agreed UK norms, including the frameworks

for higher education qualifications. This may include demonstrating fitness to practise or meeting other professional requirements.

Assessment is a generic term for a set of processes that measure the outcomes of students' learning in terms of knowledge acquired, understanding developed and skills gained.

Assessment guide is the document provided for the students to complete a specific assessment and includes information in relation to the nature of the assignment.

Summative assessment is moderated assessment which provides a measure of achievement or failure in respect of a student's performance in relation to the intended learning outcomes of the course of study and which determines progression and award.

Formative assessment is designed to provide students with feedback/forward on their progress and inform development. It does not contribute towards the students' progression or awards but it should help students to prepare for summative assessment.

It is expected that care will be taken to ensure that there is an appropriate mix of formative and summative assessment within each module and / or throughout a student's programme of study. Assessment requirements will be integrated into all curriculum planning and design and be directly aligned with intended learning outcomes.

3. Assessment Strategies

Module Specifications will provide explicit details of the assessment appropriate to the level, credit rating and learning outcomes including the components (assessment tasks) and form of the assessments (type, word count [or equivalence]) and which assessments count towards the module marks (summative assessments) and their weighting. All assessment tasks will be clearly mapped to specified learning outcomes and identified to the students within the corresponding assignment brief information. Assessment tasks for each unit will be designed to enable students to demonstrate their achievement of the learning outcomes.

Assessment tasks will include a variety of methods to incorporate the learning needs relating to clinical practice, which may also be assessed as part of the academic level of study. Such assessment methods may include Objective Structured Clinical Assessments (OSCEs) and practice based competency documents, assessed by appropriately qualified healthcare professionals. These assessment methods may also be supported by academic writing methods for example case studies and/or reflections.

The effectiveness of module assessment will be monitored by programme/module teams, within module review committees and as part of the continuing monitoring and improvement taking advice, as appropriate, from a range of sources including service users, trainers, patient participation members and student representation.

4. Relationship between Assessment Tasks and Learning Outcomes

The award of credit is based on the achievement of the intended learning outcomes. Learning outcomes are devised at a modular and programme level. Programme/module specific learning outcomes specify the knowledge and skills appropriate to the field of study and identify the ways in which these will be developed and evaluated in the students. Assessment will be aligned with the module learning outcomes so that in order to pass students will demonstrate that they have achieved the intended learning outcomes.

Education for Health acknowledges the diversity of assessment practice between and within different subjects, recognizing that this is necessary to enable students to demonstrate their knowledge and understanding and achievement of the learning outcomes. Therefore, within each module, there may be a blend of assessment tasks to test the range of learning outcomes. Assessment techniques will be adopted which are appropriate to the teaching and learning methods and provide students with the opportunity to demonstrate the achievement of the learning outcomes. Learning outcomes will be reviewed to ensure that they:

- are described in terms of what the student will be able to achieve by completing the module or programme being described;
- are specific and measurable;
- have been devised taking into account the appropriate subject benchmark statements;
- are reflective of current clinical guidelines and standards of best practice;
- are set at the appropriate academic level

5. Verification and scheduling of assessments

5.1 Verification of Assessment

The module leader will ensure that assessment at each opportunity is equitable and produce draft assessment tasks for each module. Assessment task(s) will:

- meet the requirements detailed within module specifications;
- assess the learning outcomes;
- be set at the correct academic level

The Programme Lead(s) will agree the assessments for course(s) covered within the Programme Specification to ensure breadth of assessment activity across each level of study. Once all assessment task(s) have been agreed they will be subject to scrutiny by the Moderation Board and Teaching and Learning Committee. If required the assessment changes will be communicated and agreed by the correct processes with accrediting partner organisations. Following this scrutiny, and any subsequent modification, assessment tasks will be published to students.

Every component of assessment that contributes to an award is subject to external examiner moderation. This ensures the maintenance of standards both internally and in comparison with similar courses delivered at other institutions.

The external examiner will be asked to comment on the suitability of the assessment briefs with regard to the unit specification, level of work expected and in relation to the standards of the tasks in comparison with similar courses at other institutions. They are also asked to comment upon the clarity of the task, and on the guidance provided.

5.2 Scheduling of Assessment

The scheduling of summative assessment will ensure that students have sufficient time to develop their skills, knowledge and learning of the subject in order to show the extent to which they have achieved the intended learning outcomes at different levels and stages. This may include the completing of assessments at staged times whilst completing the module of study. Where this is the case, the students will be provided with all the relevant learning materials required to complete the timely assessment section.

5.3 Formative timeline

Each module will contain an assessment strategy that includes a provision for formative assessment. This is for development purposes and will not carry any grade but is to improve the learning for students. This may include peer-assessment, self-assessment as well as tutor assessment. This will be included within the module guide and carried out whilst the module is in progress.

6. Communication of assessment information to students

Programme / module teams will ensure that students are provided with the assignment brief for each assessment task, well in advance of the submission date, normally at the start of the module. The assignment brief will indicate clearly how marks for individual pieces of work will be apportioned, and will include the assessment criteria (including referencing), submission dates and arrangements.

Students will be made aware of the purpose of different assessment tasks and how they link to the learning outcomes of the module.

7. Adjustments for students with a disability

The assessment needs of disabled students, including specific learning difficulties e.g. dyslexia, are supported in compliance with the [Equality Act 2010](#). Students are actively encouraged to make student support aware of any specific learning needs at the beginning of their period of study and during it should their needs change.

Further guidance for such students can be found on the policies and procedures section of our website <https://www.educationforhealth.org/education/student-support/regulations-policies/>

8 Submission, Receipt and Return of Coursework

Students are expected to submit all written coursework and/or artefacts by the published deadline.

The format for the coursework submission will be clearly explained to students.

The method for the return of marked coursework shall be identified and clearly explained to students.

A student who is unable to submit coursework without good cause may be deemed by the Examination Board to have failed the assessment concerned.

Procedures for the submission, receipt and return of coursework can be found on the policies and procedures section of our website in the [Code of Practice for Student Assessment](#) on the policies and procedures section.

9 Extended deadline and exceptional circumstances

The students will be permitted to submit their assignments late in accordance with the Education for Health [Academic Exceptional Circumstances Student Guidance](#) on the policies and procedures section of our website

10 Late submissions

Work submitted after the published deadline will be subject to the penalties outlined in section 13.3 of the Academic Regulations. For the purpose of this regulation a working day is defined as any calendar day (which includes weekends and public holidays).

11 Language of assessment

All teaching and assessment within modules leading to an academic award will be in the English language.

12 Word count

A word count for each summative written assignment is clearly specified and communicated to students at the start of their module. Students are permitted a +/-10% margin on the specified word count.

A line will be drawn in the student's work at the point at which this allowance has exceeded 10%. Work after this point will not be marked.

Students will be informed of this limit, and what is included within that limit, and how particular aspects of academic writing (e.g. tables, footnotes and appendices) are counted within their student guide.

Information can be found in the Education for Health [Policy on the Conduct of Assessment](#) on the policies and procedures section of our website.

13 Grading Criteria and Marking

A student's performance will be marked according to clear assessment criteria as set out in the assignment brief. Assessment criteria will:

- be given to students with the assignment brief (plus any guidance on what the markers expect the student to address when undertaking the assessment task);
- examine the extent to which learning outcomes have been achieved by the student;
- be set at the required standard and level of the unit;
- reflect the published aims and learning outcomes;
- be of a comparable standard to equivalent awards elsewhere in UK HEIs, and in keeping with appropriate subject benchmark statements
- standardised in level descriptors for each academic level of study

The marks of summative assessed work are subject to Moderation Board and final ratification at an examination board where external examiner approval is included.

Procedures which apply to grading criteria and marking can be found within the [Level Descriptors, Classification Descriptors DipHE and BSc\(Hons\)](#) on the policies and procedures section of our website

13.1 Anonymous marking

Anonymous marking is the process undertaken to avoid the possibility of bias entering the marking process. To this end, wherever possible, the identity of students will not be apparent to markers and work should only be identified by student number and initials.

Where the method of assessment does not allow anonymous marking (e.g. dissertations, presentations, oral examinations, practical examinations) alternative methods of marking to mitigate the possible effect of bias will be clearly explained, including third party moderation by external examiners or appropriately trained clinical experts.

Procedures on anonymous marking can be found can be found at <https://www.educationforhealth.org/education/student-support/regulations-policies/> on the policies and procedures section of our website

14. Standardisation and moderating of marked student work

Summative work will normally be submitted electronically using the relevant online marking resource. Students will be aware of the process to submit their work and any other resources available to them via this route of submission will be clearly outlined in module information.

Each programme/module team will have effective systems and procedures in place for the internal moderation of all methods of assessment for all units. Internal moderation of summative assessment marks which have been generated by a first marker (or marking team) are scrutinised at Moderation Boards so as to verify the appropriateness of the marking based on the consistent application of clear, fair, common and transparent assessment criteria and marking schemes. The process includes a second judgement, of a sample of scripts across the range of marks to confirm the breadth of achievement. Further internal moderation involving the accrediting partner organisation may be included in relation to the pertaining academic regulations.

The term “second marking” denotes a process whereby the marks allocated by a first marker(s) are examined and verified, by someone not associated with the first marking, to be fair and consistent with the marking scheme. This process will be undertaken should moderation deem there to be an issue with the first marker’s feedback and / or results awarded.

Details of the roles and responsibilities in marking and moderation can be found on the policies and procedures section of our website (<https://www.educationforhealth.org/education/student-support/regulations-policies/>)

15 External examiners

All modules are subject to external moderation. The roles of the external examiners are to ensure that:

- Degrees awarded meet or exceed the academic standards specified in external points of reference such as the *Framework for Higher Education Qualifications*, subject benchmark statements, the QAA Code of Practice, and (where appropriate) the requirements of professional bodies.
- The academic standards of awards are consistent with those in comparable HEIs.
- The assessment system is fair and is fairly operated in the awarding and classification of degrees.

Further information of the roles, responsibilities and selection of external examiners can be found in the [External Examiners](#) section under External Examiners Programme and Module Monitoring and Review section on our web page.

16 Feedback on assessed work

Education for Health provides feedback to students in order to help promote learning and facilitate improvement. It is provided following formative assessment and summative assessment.

All feedback will:

- relate to the learning outcomes and assessment criteria;
- be relevant and meaningful;
- be motivating, clear and constructive;
- be critical but with the intention of enabling student development by consolidating learning and advising on means of improvement;
- be returned on submitted work for assessment within six weeks

If, for reasons outside the module team's control, the date for feedback cannot be met, this will be communicated clearly to all students, together with a definitive revised date.

The nature and the extent of feedback that a student may expect will be indicated for each assessment task at the time it is set. Students will be made aware of how they can access feedback on their assessed work.

Feedback on formative assessment will be given in a structured way and in time for students to make use of it prior to summative assessment. This will be clearly communicated to students within each module of study.

Information on all aspects of feedback on assessed work can be found in the [Policy on the Provision of Feedback on Assessed Work](#) in the policies and procedures section of our website.

17 Assessment Boards

Education for Health operates a two-tiered Assessment Board structure, incorporating the Moderation Board and the Programme Examination Board.

The Procedures for the Conduct of Assessment boards can be found in the [Terms of Reference of Assessment Committee](#) on the Education for Health web page.

18 Publication of marks

- Staff will not divulge any information about marks or results to students until after processing by the relevant Moderation Board.
- Results will not be issued via telephone
- Students are issued with a provisional result (pending ratification by the Programme Examination Board) within 6 weeks of submission of any summative assessment. If this is to be delayed then students will be informed via an announcement on the VLE.

- Except in exceptional cases results will be issued via the VLE, with students logging into their personal page.
- Students who are required to retake assessments will be able to identify these when viewing their results via their personal VLE page.
- Provisional results will be ratified by the relevant Programme Examination Board (who meet quarterly) after which provisional marks will be identified as ratified marks on the students' personal VLE page.
- It is only after ratification that certificates can be applied for.

18.1 Disclosure of marks and feedback to students

- Only relevant Education Administrators are authorised to issue results or transcripts to students.
- All Programme students will receive a transcript free of charge following the Programme Examination Board at which their results were considered.
- Ratified marks for module students will be available via the students' personal VLE page.

Further information in relation to publication of results can be found in the [Policy on publication of results](#) on the Education for Health web pages.

19 Retention of assessed work

Students' work submitted electronically will be stored on the systems for 6 months. Non electronic submitted work will be stored until receipt of the students certificate, then disposed of (as confidential waste)

Students will be issued with a provisional result (pending ratification by the Programme Education Board) within six weeks of submission of any summative assessment.

Further information is available in the [Policy on the Retention of Assessed Work](#) on the Education for Health web page.

20 Assessment Regulations and errors in exam and course work marking

Education for Health's Assessment Regulations for Programmes of Study, which are jointly produced with the accrediting body, provide details of regulations relating to student progression, re-assessment and award. These can be found on the policies and procedures section of our website at <https://www.educationforhealth.org/education/student-support/regulations-policies/>

Education for Health reviews its regulations on an annual basis to assure itself that the regulations remain fit for purpose, maintain academic standards and take into consideration changes to the external environment and those of accrediting partner organisations. Changes to the regulations are applicable to students who have begun their study within the timescale of the regulation.

Following approval by Academic Board and The Open University / University of Hertfordshire, Education for Health communicates changes to the regulations to staff, students, external examiners and other relevant stakeholders.

The Assessment Regulations also include information that relates to the following aspects of assessment:

- Exceptional circumstances affecting student performance;
- Academic misconduct.

21 Appeals against the board of examinations

Students will be permitted to appeal against the decision of the board of examiners on grounds set out in the appeals procedures published in the [Academic Appeals](#) policy on the Education for Health web page.

22 Recognition of Prior Learning – Certificated and Experiential

The process of Recognition of Prior Learning refers to the consideration of learning that occurs prior to entry to courses. Credit awarded by another UK Higher Education Institution may be recognised. Certificated qualifications and experiential learning may be accredited (i.e. granted credit).

The Academic Review Panel is responsible for maintaining a process to accredit experiential and certificated learning and to recognise credit awarded by other UK Higher Education Institutions.

Recognition of Prior Learning is not available to students undertaking a stand-alone module.

Further information can be found in the [Recognition of Prior Learning](#) on the policies and procedures section of our website

23 Quality assurance of examinations and assessment

Programme and module teams will regularly review and monitor assessment processes via Module Review Committees and the Teaching and Learning Committee. These will ensure that activities are appropriate, and are not excessive for students or staff. The monitoring and review processes will be undertaken to ensure that:

- assessment tasks are appropriate and enable students to demonstrate the learning outcomes;
- over-assessment is avoided;
- student effort and the amount of work involved is consistent across modules at each level;
- the course requires students to achieve appropriate standards of work at each level of the award

Further information can be found in the [Policy on the Quality Assurance of examinations and Assessment](#) on the Education for Health website

24 Allegations of cheating and/or plagiarism

Education for Health will investigate all cases of alleged cheating.

Further information can be found in the [Procedure for the Investigating cases of poor Academic Practice and Suspected Plagiarism and Penalties for cases of Confirmed Plagiarism - AMBeR Tariff](#) on the Education for Health web pages

25 Failure and reassessment

Reassessment is not available for a student to improve their marks.

In line with the code of practice if a student does not reach the pass mark for a particular assignment they will be advised of their options for resit.

In line with the relevant award regulations students will be allowed to resit the assessment if they fail to meet the minimum requirement (40%) in any specific assessment task.

Students are entitled to a **total** of 2 attempts (1 attempt and 1 resit attempt) to complete any assessment task.

All reassessments will be capped at the minimum pass mark.

Further information can be found on our website in the [Code of Practice for Student Assessment](#) on the policies and procedures section of our website.