



ASSESSMENTS POLICY

Policy:	Assessments
Approved By:	Board of Trustees
Approval Date:	19.04.2018
Next review Date:	17.03.2019
Policy Holder:	IBTI

1. Introduction

Assessment is at the heart of the learning experience of the students. Progression through a programme and the validation of success or failure is determined by assessment. Assessment provides public recognition of achievement and gives it its value.

2. Purpose

The purpose of this policy is to provide a framework for students at the International Bible Training Institute (IBTI) which acknowledges that assessment is the primary focus of any learning and teaching strategies.

The two main purposes of assessment are:

- a) To enhance students' learning
- b) To certify that students have achieved an appropriate level of performance

The aim of the policy is to put focuses on the development of a learning environment which promotes the student learning experience, facilitates the acquisition of competence in a range of the relevant skills for their future ministry and leads to increased learner autonomy.

Specific aspects include:

- Developing learner independence and employability
- Promoting student motivation
- Using assessment that is 'fit for purpose'
- Ensuring assessment is fair
- Preventing assessment overload and 'bunching' of assignments
- Providing high quality, relevant and timely feedback
- Ensuring that assessment methods are 'inclusive' in not disproportionately disadvantaging different groups of students
- Encouraging the use of formative approaches to assessment
- Providing support for learners at all stages of the assessment and re-assessment process
- Promoting the use of self and peer assessment
- Ensuring that assessment in each module is appropriately aligned to both learning outcomes and learning activities

This policy prioritises the role that an effective assessment strategy can contribute towards increasing student retention and identifies important steps that facilitate this.

3. Location of the Policy

The college will ensure that the policy is available to all staff, students, and volunteers and will also be on the IBTI website: www.ibti.org.uk.

4. Learning Activities and Methods of Assessment

One of a number of learning activities used at IBTI is face-to-face lectures in classrooms equipped with media resources.

Other learning activities used to strengthen the vocational side of the IBTI programmes include small group discussions, group tutorials, private study, visiting speakers, practical service, devotional practice, spiritual application, attendance at local churches and conferences, placements, mentoring, case studies, role play, creative ministries and English language lessons where required. Academic and vocational performances will be regularly monitored to ensure that all students are maintaining satisfactory course progress.

Through the internal verification process that is in place, if a student is at risk of not meeting the course progress requirements, appropriate help will be given in order for them to achieve satisfactory progress.

Methods of assessment include: essay writing, individual and group project presentations, oral exams, analysis of texts, book reviews, written and/or multiple-choice examinations and compiling reports on outreach activities.

Learning activities and assessments will be grouped in the following ways as indicated below:

Learning activity	Description of assessments
A. Academic assignments and Classroom conduct	All type of academic assignments will be assessed by one of the methods mentioned above and will be graded from 1 to 100%. Classroom conduct assessments are completed for each student, for each subject and will take into consideration the following matters: attendance to lectures, punctuality to lecture times, attention given to lecturer, participation to class activities such as discussions. These two assessment grades will be combined in the proportion of 80% for academic outcome and 20% for classroom conduct.
B. Life application	A life application assessment for each student will take note of their practical service/duties, relationships, discipline and spiritual application. The assessment report will be completed by IBTI staff and student monitors. It will be assessed from 1 to 10.
C. Learning reinforcement and ministerial practice	An assessment for learning reinforcement and ministerial practice will include attendance and individual participation in creative ministry activities, outreaches, placement (2 nd year students only), and mission church services. The report will be completed by IBTI staff, peers and relevant church leaders using the grading from 1 to 10.

5. Grading of Assessments

Grades for all assessments will be based on the following scale:

Percentage	Definition and criteria of performance
From 70% to 100%	EXCELLENT: excellent, only marginal mistakes
From 60% to 69%	VERY GOOD: some mistakes, but overall still outstanding
From 55% to 59%	GOOD: good and sound, but some basic mistakes
From 40% to 54%	PASS: just fulfill the requirements
From 0% to 39%	FAIL: considerable further improvement is required

6. Class Attendance and Approved Absences

Students are required to be punctual at the start of their lectures and to attend all learning activities. Only medical reasons or other exceptional needs, as approved by the student welfare manager, are judged to be sufficient cause for an approved absence being granted.

Any authorised absences (for a whole session or a part thereof) should be reported to the assessor, in advance if possible, as a matter of courtesy. Attendance and punctuality are recorded by the assessor. Unapproved absences will result in a grade reduction for that subject.

7. Appeals Procedure¹

The IBTI acknowledges the right to appeal if a candidate is dissatisfied with an assessment decision made by an assessor. The main reasons for an appeal are likely to be:

- An administrative error in the assessment process that caused significant doubt about whether the decision might have been different if the error had not occurred
- Evidence of prejudice or bias or lack of proper assessment on the part of the assessor.

An appeal which questions the academic or professional competence or performance of the assessor will not be permitted.

When the candidate does not agree with the assessment, the candidate should follow the three stages indicated in the appeals procedure stated below and each stage must be completed before proceeding to the next one.

Stage 1

If an IBTI student wishes to make an appeal relating to an assessment, the matter should be raised initially with the relevant assessor. The appeal should be raised orally in the first instance. This must be done within five working days of receipt of the assessment feedback form. The assessor will

¹Adapted from "Appealing Against Assessment Decisions Policy and Procedure", Myerscough College, [website], <http://www.myerscough.ac.uk/policies/>, (accessed 17.01.2017)

attempt to resolve the complaint informally by discussing with the complainant and explaining the reasons for the comments and mark on the assessment or by agreeing that an error has been made. The conclusion will normally be communicated to the complainant orally, within five working days of the appeal being raised. If, upon receipt of the decision, the complainant is still dissatisfied with the decision, he/she may progress the appeal to Stage Two. An appeal at this stage must be made within five working days of the decision regarding the initial complaint.

Stage 2

If the appeal has not been resolved at Stage One, the complainant may refer the appeal to the relevant Internal Verifier by completing the Stage Two Appeals Form(See Appendix 1). The complainant must complete the form by providing full details of the complaint and should address it to the Internal Verifier (this form can be obtained from the Academic Department at IBTI). This must be done within five working days of the end of Stage One. The Internal Verifier will review the assessment decision with the assessor (the course tutor) and the Academic Manager.

The Internal Verifier and the Academic Manager will consider all the matters relating to the assessment and determine the outcome, usually within 20 working days of receipt of the Stage Two appeal. The result of the appeal will be communicated to both parties by completing the appeals form and sending it on to both parties concerned.

Stage 3

If the complaint is not resolved to the satisfaction of the student at Stage Two, the appeal will be referred to the Academic Committee through the Academic Manager who will update the student record. This must be done within five working days of the end of Stage Two. The Academic Manager will consider the appeal and arrange a meeting with the Academic Committee whose members are the Internal Verifier, the Academic Manager, the Principal of IBTI who is the Head of this area, one of the resident tutors and one of the external tutors.

The resident and external tutors will be supplied with all the documentation submitted in relation to the earlier stages of the procedure. This committee will determine the assessment decision. The decision will be final and will be communicated to both parties in writing. This will usually be within 20 days from receipt of the Stage Three appeal. The decision will then be binding.

8. Mechanisms for Feedback

Constructive comment for the continued improvement of this policy is welcomed and should be forwarded to the Administrator at admin@ibti.org.uk.

Appendix 1: STAGE TWO APPEALS FORM

Name of Student:	
Date:	
Subject:	
Assessment Title:	
Assessor (Tutor):	
Internal Verifier:	

Details of Appeal:

Student Signature: _____

Outcome of the Appeal:

Internal Verifier Signature: _____

Date the form is returned: _____

Academic Manager Signature: _____



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