Assessment Policy

This Assessment Policy applies to all students at the Digital Marketing School.

Purposes
The Digital Marketing School acknowledges the principal purpose of assessment is to ensure the value of awards. Our School also recognises there are other purposes of assessment, including:
- To communicate the academic standards expected of students to students and staff.
- To communicate our School's values and aims to students and staff.
- To support students to develop the knowledge, skills, and behaviours required for an award
- To use feedback on student performance to inform curriculum planning and faculty training.
- Where appropriate to provide a ranking of student performance in relation to the cohort that will: inform the student, aid selection for intercalated awards or prizes, or be used for postgraduate selection for further training or employment.
- Where appropriate to ensure that a programme satisfies the accreditation standards required

Principles
1. Assessment within a programme will include assessment for learning (formative) and assessment of learning (summative). Although necessarily an intermittent process, assessment will be continual with frequent opportunities for feedback, feed-in and feedforward
2. Assessments will be mapped to learning outcomes
3. Assessments will have a clear purpose and be valid, reliable and fair
4. Credit will be allocated for achieving learning outcomes to the required standard
5. The assessment programme will be proportionate but not excessive and will be periodically reviewed at not less than 5 year intervals
6. Assessment data will be analysed to identify and help eliminate any attainment gaps associated with demographic variables attributable to processes
7. Clear regulations (requirements that must be complied with) and policies (recommendations that are our usual or normal practice) will underpin all assessments
8. Assessment policies and processes will be informed by evidence and relevant educational theory.
9. Assessment policies and processes will be sensitive to students' best interests. Wherever possible, steps will be taken to minimise the amount of examination stress placed on students (e.g. by using multiple low-stakes examinations and timetabling assessments to avoid clustering).
10. Assessment aims to be cumulative, integrated and authentic, and reflect student performance across the programme.
11. Assessment processes and IT developments will be integrated, to support learner-centred personalised, holistic approaches to learning.
12. Assessment and teaching will be aligned and designed to support deep- and mastery learning.
13. Requests for additional consideration during assessments should be minimised by use of inclusive assessment processes wherever possible.
14. DAS recommended reasonable adjustments will be made for students with disabilities, subject to requirements to meet competence standards.
15. All assessors will receive appropriate instruction for the purpose.

16. Assessment processes will be regularly reviewed by external examiners.
17. Assessment policies will permit innovation in order to facilitate improvement and ensure sustainability.

Strategic aims

We want to offer a personalised, flexible, socially mobile, responsible, authentic, research-led experience that is fit for the future by preparing our students for a world of both expected and unexpected challenges.

Our focus will be on students, and their education, for life in the modern world, by:

- basing practice on the best available research evidence
- prioritising understanding & application over content knowledge, and anchorage to transparent standards that mean something in the real world
- emphasising the core transferable skills required to be able to cope with the uncertainties of the future
- fostering a sense of belonging & behaviours associated the culture of the discipline, and where our graduates fit in society
- providing education that's flexible to fit around student's lives **Joint Information Systems

Where possible the following will be prioritised:

- Consistent use of the full range of marks, following transparent criteria, moderation and rounding processes
- Development of e-assessment
- Avoidance of zero credit modules
- Balanced distribution of credits throughout each academic year to ensure cross-cover in the event of a crisis

What you can expect as a student / What staff in our schools, colleges and partner institutions should provide

1. Pre-assessment guidance designed to help you understand what assessment is and how it works.
2. A range of assessment methods (e.g. these may include self-assessment, assessment by (and of) other students, and technology-aided assessments).
3. Assessments that are valid and aligned to clear and realistic learning outcomes.
4. Clear and transparent assessment guidelines or briefs, and marking criteria for each assessment, with clear information on how and when feedback will be provided.
5. Discussion of assessments with staff, and if appropriate with other students.
6. The opportunity to use originality checking software and to submit assessments online.
7. Anonymous marking of assessments, unless it is not practical (e.g. because the assessment method involves direct contact between you and the assessor).
8. Provisional scores or grades, and personal, group or general constructive feedback for all assessments made available within a maximum of 30 working days of submission. In exceptional circumstances, students will be told of any reason for a delay and a revised date issued.

As a student, we'll expect you to

1. Inform the module lead about any requests for modified assessment provision, reasonable adjustments or other requests for additional consideration during assessments at the start of the academic year or, as soon as possible
2. Engage with 'feed-forward' and feedback in formative and summative assessments, and put in place any suggested improvements
3. Demonstrate that you've achieved academic, and where appropriate professional, standards through the completion of assessments
4. Meet the professional and ethical standards appropriate to the discipline
5. Comply with Digital Marketing School academic regulations

How the School supports this policy

1. Providing staff development workshops in all aspects of assessment.
2. Providing adequate resources and an IT system that supports the assessment process.
3. Providing digital tools to encourage innovative assessment.
4. Appointing and training appropriately qualified external examiners.
5. Recording and storing assessment data on the Student Record System.
6. Making sure academic regulations and the assessment policy are accessible and regularly updated.
7. Undertaking regular review of programmes and their assessment practice, including external examiner, staff and student feedback.
8. Monitoring how the assessment policy is enacted across the School.