VISHAN INFOTECH

Procedures on Assessments, Development and Teaching

1. ASSESMENTS METHODOLOGY

40% COURSE WORK

60% FINAL EXAM ------ END OF THE TERM

INTRODUCTION

The Vishan Infotech is committed to providing an effective, high quality-learning environment in which staff, students and external stakeholders have justified confidence in the Vishan Infotech's learning and teaching processes and outcomes. The Vishan Infotech is committed to developing graduates who effectively meet the challenges of a complex, changing world. Academic assessment is one strategy by which the Vishan Infotech can measure its achievement of these goals.

This policy provides consistent, fair and transparent assessment procedures for all students enrolled in a Higher Education program of learning offered by the Vishan Infotech. It recognises the complex nature of assessment and encourages ongoing discussion of the elements contributing to the judgement process.

ASSESMENT PROCEDURES

All Module/Unit assessment tasks must be clearly aligned to learning outcomes in accordance with the Vishan Infotech's Quality Assurance policy. Students must be provided with clear explanations of what is required to complete an assessment task successfully.

The Module/Unit Outline must include the following assessment information:

A brief outline of what students are expected to do;

A succinct information of the requirements for completion of each assessment task including due dates;

Planned dates for return of work and provision of feedback to students;

A clear information indicating if the assessment task will attract a mark or be ungraded, for example, Pass or Fail;

Module/unit will be graded only on the basis of a final examination.

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WRITTEN SUBMISSION ASSESSMENTS

Students should submit all written assessments to the respective Module/Unit Lecturers for comparison against existing works.

The assessments after evaluations are thoroughly marked/moderated and discussed with the students for self-evaluation and then finally stored for the future references.

Unit Coordinators should consider strategies to reduce the potential for plagiarism, when planning and developing assessment tasks, such as regularly changing assessment tasks and/or assessment topics, highlighted statements in online instructions, or randomised questions from large test pools.

Feedback to Students

Assessment feedback is essential to assist students to achieve desired learning outcomes. Feedback on assessment tasks will normally be provided to students within two (2) to three (3) weeks of submission, When developing assessment tasks, Lecturers must consider both staff and student workloads to ensure that assessment due dates and turn-around times provide students with sufficient time to use the feedback in order to prepare for the next assessment. Wherever practicable, each unit or multiple units will have an assessment task, which is weighted not above the 40% (Course Work) of the final mark in a semester.

Substantive Comments

Substantive comments that are encouraging and supportive of a student's efforts and provide detailed individual feedback will enable a student to improve his or her work. These comments may include identifying areas that require further study and any other strategies that may assist the student in the learning process. Students are able to meet with Lecturers face-to-face, to discuss students' studies and assessable tasks and give reasonable times when they are available to meet.

Timely Submission

Students are expected to meet the due dates for the submission of assessment tasks. Should circumstances prevent a student from meeting a submission date, the student may apply for an extension. Extensions may prevent feedback from being received in time to be used in preparation for the next assessment task.

Decisions on granting of an extension purely lies with the respective Lecturers;
Illness of the student or a close relative;
Unanticipated personal circumstances;
External factors such as delayed student placement, late enrolment.
Special circumstances.

Penalties for Late Submission :

Assessment tasks that are submitted after the due date without an approved extension will incur a penalty of 5% of the mark given or as prescribed by the lecturers.

Review of a Result ;

A grade may be reviewed in accordance with the Students Grievances Policy. Students must be informed before they proceed with a request for Review of a Result, that the outcome of the remark will replace the original result, therefore their result may be increased or decreased as an outcome of a review.

A written request for a review of a result for an assessment task may only be initiated by a student once and must demonstrate a reasonable case for that review, for example, where:

The result for one (1) or more assessment tasks, including the final examination, does not reflect the quality of the work submitted;
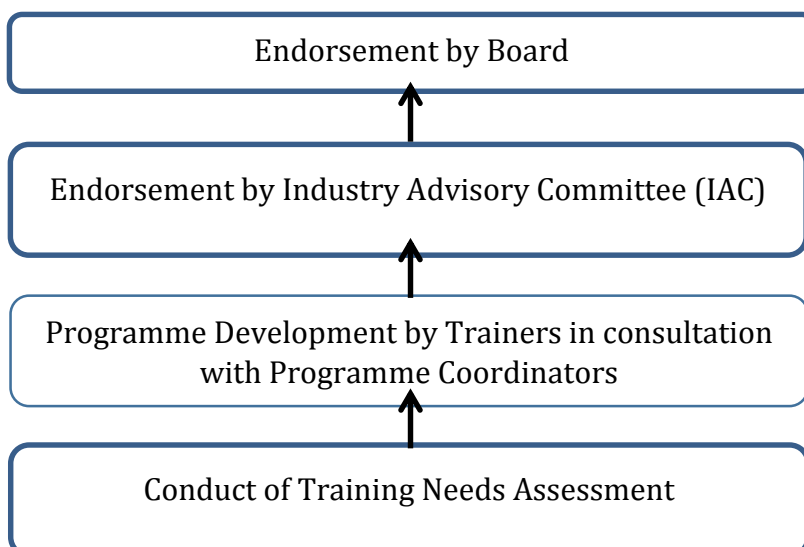
All parts of the assessment task were not included in the final determination of the result;

All results contributing to the final grade have not been correctly weighted and the total accurately obtained;

The types of assessment tasks are inconsistent with the Module/Unit Outline as provided by the institution;

2. Development of Qualifications

The following procedure shall be complied with in the development of new qualifications:

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│              Endorsement by Board                       │
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│      Endorsement by Industry Advisory Committee (IAC)   │
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│     Programme Development by Trainers in consultation   │
│              with Programme Coordinators                │
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│          Conduct of Training Needs Assessment           │
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Monitoring and Review of Courses and Qualifications

a. The delivery of courses shall be monitored by the Academic head during the course of the semester.

b. Students studying a course shall have the opportunity to evaluate it at the end of the semester, suggesting amendments that could improve the course.

c. At the end of the delivery of a course, the course shall be reviewed internally by all staff and a report Academic head.

d. The report referred to in Clause () shall be considered by the IAC for any proposed amendments to a course.

e. The proposed changes to a course shall be endorsed by the Board of Governors.

3. TEACHING STRATEGIES

Teacher Focused:

- Direct Instruction**:** Teacher explains or demonstrates
- Drill and Practice**:** Repetition to hone a skill or memorize information
- Lecture**:** Teacher provides information to students in a one-way verbal presentation

Dialogue Oriented**:**

- Question and Answer**:** Requires reflection as information is exchanged in response to a question
- Discussion: An exchange of opinions and perspectives

Student Focused**:**

- Mental Modelling**:** Assists students in managing their own learning by modelling a problem-solving technique
- Discovery Learning: Uses students' personal experiences as the foundation for building concepts
- Inquiry: Allows students to generate the questions that they will then investigate

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Methods of Teaching in the Classroom

Direct instruction:

Drill and practice

Lecture

Question and answer

Discussion

Discovery learning

Inquiry

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