INTERNATIONAL ENTREPRENEURSHIP UNIVERSITY   **Policies & Procedures**

Policy No.:	P010
Name of Policy	Distance Learning Policy
Date of issue:	October 2022
Status:	Approved
Responsibility for policy:	Program Development & Services
Responsibility for implementation:	Program Development Manager / Quality Assurance Manager / Office Manager

Introduction

IEU operates through distance learning mode the following options to learners:

Blended Learning (Center accreditation) and *Online Learning (Online Portal)* environment which we aim at providing the best to our global academic centric community. Students who choose to study Online will be expected to submit directly to the Online Portal by these means and will only be considered as 'submitted' on successful completion of the defined submission process. Failed submission attempts, or partial completion of the electronic process by the submission deadline (including any permitted extension for late work and/or reasonable adjustments) will not be considered as 'submitted'. It is the responsibility of each respective tutor to define the type of file that they consider acceptable in the submission instructions presented to students. This will usually be Microsoft Word format in order to ensure that the student work is read and assessed on time.

Purpose: This policy provides guidance to staff and students on assessment and academic progress.

The Policy Statement is for IEU to ensure that the process of assessment and academic progress for both method of delivery is applied fairly and consistently to meet the requirements of external awarding bodies.

Definitions**: Online Learning**: Students complete their studies online, where they have 24/7 access to their studies via an online portal, what is offered would be dependent on what the specific institution is providing. **Blended Learning**: This combines face to face learning (conduct through accredited Centers) with online learning

Scope: This policy applies to all formative and summative assessments and describes the processes in place to ensure the integrity of the assessment process as per shown below:
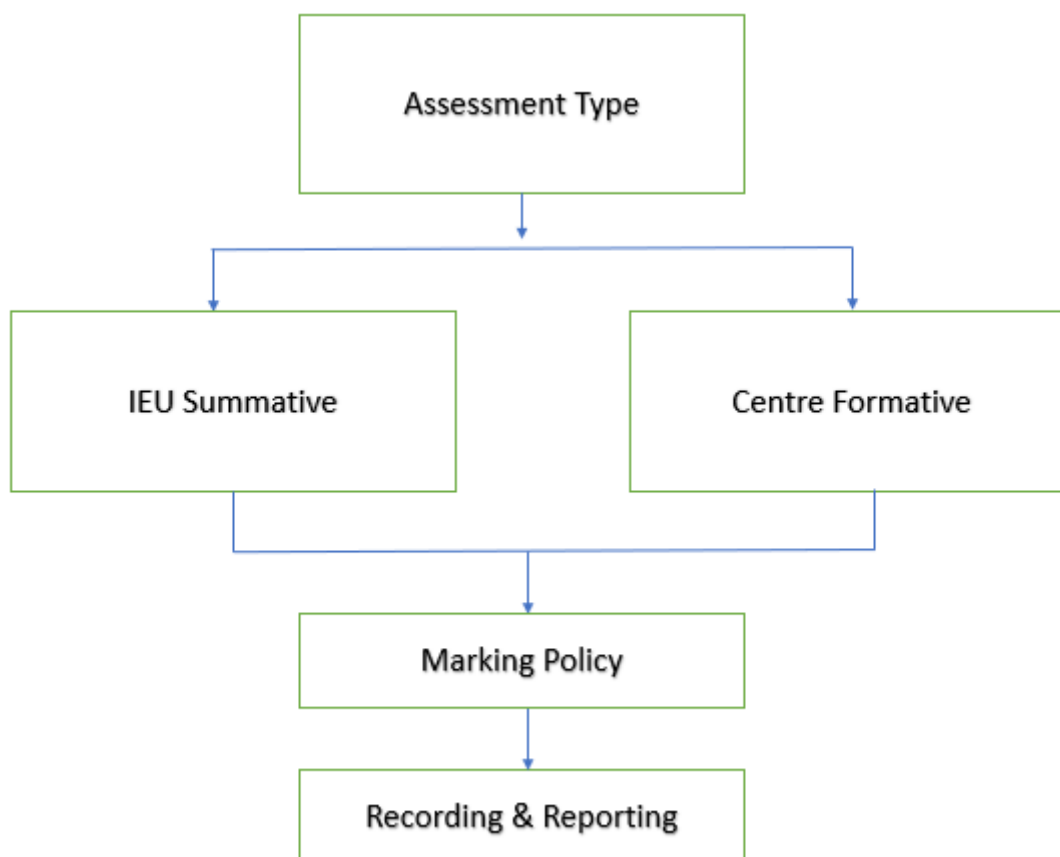
1.1 Introduction

(i) Policy

Assessment is the means by which the progress of learners is monitored. It is a tool to inform specification planning and learning qualifications. Assessment at Centers should support each learner in the achievement of his or her full learning potential and foster the development of self esteem and personal responsibility. Assessment is the process of obtaining, analysing and interpreting evidence for use by both learners and tutors to enable the review, planning and improvement of learning. It is fully integrated with the delivery of the specification and is an essential component of effective classroom practice.

In addition to providing a measure of the learners' achievement on qualification-based programmes, it also provides diagnostic information that assist both staff and learners in the ongoing improvement of the learning and teaching process. To contribute usefully to both of these functions, it is essential that assessment:

- Is fair and ensures parity of treatment and comparable assessment demands in units of equal level.
- Is reliable, ensuring that assessment decisions are made consistently throughout the Center.
- Is valid, by ensuring that each assessment relates to the Intended Learning Outcomes of the unit(s) studied.
- Is transparent, in that it is clear to learners, tutors and verifiers the criteria and methods by which learners' work is being judged.

- Recognises and respects equality and diversity.

Why Centers should assess?

- To define each learner's ability; what the learner knows, understands and can apply.
- To reveal learners' strengths and weaknesses.
- To communicate accurate information about the learner that is useful to tutors, employers and educational agencies.
- To comply with statutory requirements.

Strategies for assessment

- Observation – watching the learners attempting tasks
- Questioning/discussion with the learners
- Examining learners' written assignments
- Marking learners' work according to the marking policy
- Class devised exercises

Indicators of effective assessments

The tutor's assessment of the learners' work can be considered effective when:

- Assessment is an integral part of planning, teaching and learning; the tutors use suitable forms of assessment, based on expectations which are clear; realistic and understood by the learners.
- The learners written work is regularly and consistently marked in ways that highlight the strengths and shortcomings, using approaches that are well understood by learners.
- The level and nature of the learners' prior attainments influence the selection and use of teaching methods and subject content; the learners' strengths are consolidated and their weaknesses are addressed.
- The purpose of homework is explained clearly; the work which is set is appropriate to the needs of the learners, reinforces and extends their knowledge and understanding and provides the tutors with evidence of progress.

Scope

This policy should apply to all qualifications offered by the Center where all or part of the qualification is formally assessed.

(ii)   Planning for Assessment

Assessment is built into planning and takes place during each topic. Weekly plans of work show assessment focus and relevant comments are added to individual records.
At IEU we recognise and encourage the following characteristics of good practice assessment which:

Promote and Support learning

- Identifies what learner know, understand and can do
- Enables consistent monitoring of learners progress
- Identifies individual learning styles
- Identifies individual learning strengths and weaknesses

- Encourages progression in learning

1. Informs teaching

    - Assists lesson planning
    - Informs review of content and skills
    - Promotes a variety of teaching strategies
    - Enables consistent monitoring of teaching progress
    - Encourages self reflection

2. Is both formative and summative

    - Promotes a shared learning culture
    - Provides clear and regular feedback
    - Diagnoses learning difficulties
    - Measures learner performance
    - Identifies clear and shared targets for learners progress
    - Promotes differentiation by outcome
    - Provides effective and progressive learners records

3. Uses appropriate and diverse strategies

    - Is both formal and informal
    - Accommodates a variety of learning styles
    - Tests a range of skills
    - Encourages effective and standardised marking procedure
    - Is both quantitative and qualitative
    - Is carried out in a range of contexts

4. Recognises ALL learners progress and achievement

    - Rewards progress, effort and achievement
    - Fosters motivation and promotes a commitment to learning
    - Creates opportunities for self direction
    - Fosters self esteem and social development

5. Develops the capacity for self assessment

    - Shares learning outcomes and assessment criteria
    - Gives sensitive and constructive feedback
    - Supports learners in self and peer assessment activities
    - Engages learners in realistic target setting

(iii)   Types of Assessment

Summative *is assessment of learning*. It is used mainly to measure performance and clearly identifies a standard of learner attainment. It is carried out at the end of a period of learning.

e.g:

- Final IEU Examinations

Formative *is assessment for learning*. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities.

e.g:

Center learners:

- Class work
- Home work
- Questioning
- Oral discussion
- Presentation
- Short recall test
- Practical project
- Research

Self assessment encourages learners to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes.
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future progression
- Fostering a self reflective learning culture
- Encouraging independence in learning

e.g:

- Further Education application forms
- Learner personal statement
- Record of achievement
- Progress file

(iv)   Recording and Reporting

Recording and reporting ensures regular and relevant communication of learner attainment and progress of learners, tutors and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual learner assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each to teach, within the context of the Center assessment policies.

Consistent record keeping allows the effective monitoring of learners' progress and the regular evaluation of teaching content/styles/methods.

1.   **Formal Reports** - a class performance report is produced for each topic.

2.   **Individual References** – for learners and outside agencies; employers / further education are reported as requested. These are completed by the Center Head/Principal or Director of Studies.

3. **IEU Final examination** – at the end of the qualification, final examinations are to be held. Each learner receives an examination result slip which state units passed or failed. Only those who pass all units including project (coursework) receive an Award.

4. **Center Internal Reporting** – this is to be held regularly. It is intended to identify a small number of learners whose performance, based on the evidence of recent performance (class performance report), is either particularly credit worthy or giving cause for concern. Tutors will report to the Center Head and learners will be informed as required. This is normally a casual meeting with tutor and Center Head. Afterwards the Center Head will have words of encouragement with the relevant learner(s).

(v)   Roles and Responsibilities

The Center assessment policy and its implementation within and across departments is monitored and evaluated by the Center Head.

Good practice can be clearly identified through:

- Consistent planning
- Assessment tasks fully integrated with plan of work
- Standardised marking
- Constructive feedback
- Assessment data used to inform teaching and learning
- Assessment data regularly and consistently recorded
- Assessment data used for regular reporting
- Regular self assessment by staff and learners
- Liaison with Principal for individual learner performance

Subject/Unit tutors

It is the responsibility of unit tutors to:

- Implement Center policy on assessment and evaluating their implementation
- Mark in accordance with approved policy in a positive, accurate, meaningful and diagnostic style

Center Assessment Methods

Instead of just waiting for the final examination, Centers can assess learners using the following methods:

- *Homework* - learners do not read unless asked to do so. Giving learners extra work after lessons helps them perform better in the final examination. Practice makes perfect.
- *Performance-based items or events* – questions, tasks or activities in groups
- *Projects or experiments* – extended performance tasks that may take several days or weeks
- *Portfolios* – collections of learner work. Portfolios can be used both formally and informally; ideally, portfolios capture the evolution of learners ideas and can be used instructionally as a progress marker for learners, tutors and program evaluators.

Internal Marking Policy

The marking of learners work is an important assessment tool which is essential for both progression in pupil learning and effective teaching. Good practice is promoted through regular, accurate and consistent marking by all tutors. Positive marking and feedback which recognises learners' achievement, highlights both strengths and shortcomings and provides clear guidance for improvement are encouraged.

Effective marking helps to:

- Recognise learner achievement
- Monitor learner progress
- Diagnose problems in learning
- Provide feedback
- Provide clear guidance for improvement
- Motivate and encourage candidates
- Record and report candidates attainment
- Assist in evaluation and planning

In the context of a review of assessment within the Center, it is IEU's aim that work is marked:

- Promptly, regularly and consistently
- According to learning outcomes
- According to assessment criteria
- Using both quantitative and qualitative criteria
- For improvement, using constructive commentary

Presentation of Work Policy

Learner work should be submitted on agreed date. This could be the following day or in a few days' times. Maximum number of days for homework, including research, is 7 to 14 days. Written or oral feedback must be given to learners as soon as possible after assessment. In the case of written or other products submitted, the feedback must be given within 3 weeks of the official submission date.

Feedback should be as helpful as possible to the learner i.e. confirming what has gone well and giving clear guidance on what the learner needs to do in order to improve on their performance.

Arrangements for learners with special assessment requirements

Assessment must be available to all those who have the potential to achieve the standards required for a particular qualification. However, some learners may need access to alternative means of providing evidence and/or additional support. Care must be taken that any proposed assessment methods are equal in quality and rigour to those for mainstream learners and demonstrate that the learner has achieved minimum requirements.

Learners may be identified as having particular or assessment requirements in relation to, for example, learning difficulties, a visual or hearing impairment, a mental illness, or English as an additional language. This means that they will need appropriate support in their development to help them meet the required standards such as:

- Help with communication

- Adapted equipment and physical environment
- Special information technology
- Confidence-building

1.2 Policy on IEU Learner Study Manual Tasks/Exercises

1.2.1 What Centers are expected to do

The Center-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

In summary, in a standards-references approached to IEU assessment, Centers are expected to:

- Conduct sound assessment programs that allow learners to demonstrate the breadth and depth of their knowledge, skills and understanding.
- Develop quality assessment tasks and well-constructed marking guidelines.
- Provide effective feedback to learners in relation to their strengths and weaknesses and areas for improvement.
- Encourage learners to take greater responsibility for their own learning.
- Evaluate and refine teaching programs in response to learner performance.

To create good cooperation between IEU and Approved Centers; Centers must develop and implement polices and procedures to:

- Inform learners of the assessment requirements for each qualification on the first day of the commencement of the qualification, including pass marks and coursework requirements.
- Give homework, weekly tests, group assignments to learners on a regular basis. This improves the learners academic record and also prepares them for the final IEU summative examinations. Provide meaningful feedback on learners' performance.
- Maintain records of marks awarded to each learner for all assessment tasks. This information will be helpful when comparing with the final examinations marked at international level.
- Address issues relating to illness, misadventures and malpractices in assessments
- Address issues relating to late submission and non-completion of assessment tasks
- Advise learners when they are not meeting the assessment requirements in a qualification and advise when necessary for candidates to sit for final IEU summative examinations

Important Assignment Information

1.2.2 Center Administration Department

1. Each task/exercise should be marked by the tutor and then the administration department records all learner marks.
2. All marked scripts for each task/exercise should be filed by the administration department.
3. IEU Quality Assurance can make impromptu visits to check on learners recorded marks and filed marked scripts. IEU can impose sanctions if the following malpractices are discovered:

   a. The tutor gives higher or lower marks unnecessarily.

b. The administration department recording incorrect marks.
c. The administration department not keeping a proper filing system on learner marked scripts.
d. The tutor doing work for the learner.
e. The administration department recording marks with no scripts available to support the marks.
f. Tutor or the administration department accepting work after closing deadline.

4. Each IEU Centers' should have adequate personnel responsible for checking learners' assignments. It is the responsibility of a Center to make sure learners submit their <u>own</u> work.

5. Learners are not allowed to hand in tasks/exercises after the closing date.

6. For each unit, a chart should be displayed (see sample below) on the notice board, at reception or in class, stating the deadline for the tasks for that particular week. The tutor is responsible for giving the deadline date, but the administration department should have the same information to enable collection of assignments on time.

7. Tasks should be <u>handed-in on the next lesson</u>, unless for research tasks, which should be handed in within 5-7 days.

8. All tasks which fall within a covered lesson should be handed in as stated in 7 above.

9. The administration department <u>should name a single person responsible for recording learners' marks and filing the scripts.</u>

10. Center Head is responsible for overseeing all activities.

Class Assignment Hand-In Dates

Qualification Title:…………………………………………....
Unit Title :………………………………………….................
Tutor Name:…………………………………………...............
Administration Personnel responsible: :……………………

	Lesson Date	Date and time to hand in the work	Tutor's signature	Administration signature
Task 1				
……				
……				
Task 110				

NB: Tutor marks the learners' tasks/exercises and then passes them back to administration department for (i) recording the marks (ii) filing the learners work. When administration department receives work from the Tutor, they both [tutor and admin personnel] sign. Each IEU Learner Study Manual has the number of tasks/exercises learners should do; however, tutors should also give out their own class assignments.

1.2.3   Policy on Tasks/Exercises

a. Tasks/exercises *do not count* towards the final examination. However, these internal assessment marks can be used in special circumstances i.e. learner examination scripts/coursework are lost in transit. Local and international Centers use courier to transport learner script [see Risk Management and Contingency Policies]. In such circumstances, if Centers do not keep internal assessment marks, learners will have to re-sit examinations at a specified date or on the next exam date.

b. Learners answer tasks/exercises on loose paper, not in books as each work

is filed by administration department.

c. All work should be handed in before the deadline.
d. All tasks/exercises pertaining to a covered section should be handed in the following lesson, unless if it is research.
e. All tasks/exercises stated "<u>research</u>" should be handed in after 5-7 days.
f. Tutors should mark all work within 7 days.
g. Each essay question is marked of out 20.

1.2.4   Staff responsible for marking tasks/exercises

1. Encourage learners to think and use their own understanding
2. Copied work from (a) the internet (b) books (c) student manuals should be given a zero mark. Learners should understand the importance of **<u>developing</u>** themselves. The whole idea of these exercises is to make sure learners understand the subject so that they:
   (i) perform better in the final examination
   (ii) became knowledgeable – which makes them:
   - Get better jobs
   - Be distinguishable from others
   - Build self esteem

They say knowledge is power, but one cannot be knowledgeable by copying.

3. Learners who fail to submit their tasks/exercises as required should be given 0 marks.
4. Learners who fail to submit 3 consecutive tasks on more than <u>three occasions may not be allowed to take final examinations</u>.
5. Ask learners' questions when marking their work to ascertain they actually did the work themselves.
6. Some tasks should be done in class to avoid cheating.

1.2.5   Learner Responsibilities

1. Student handbook tasks/exercises are meant to improve you academically.
2. Do the exercises as soon as possible, do not wait for the deadline. You can even do the work in advance.
3. Use your own words – do not copy. The whole idea of studying is to improve your work by gaining knowledge and to prepare yourself for the future.
4. Give enough time when doing your work. Put enough effort. It shows if you quickly scribble on your way to college or during the lesson – you are not cheating anyone, but yourself.
5. Do not expect your work to be excellent after the first lesson. Remember you are **learning**. You make improvements gradually and that is what tutors look for when marking your work. IEU Quality Assurance who visit Centers also check learners' work and if they suspect you copied, they will question you on the relevant topic.
6. Feel proud of your achievements, not somebody else's work. DO NOT COPY. DEVELOP YOURSELF.
7. Use loose paper to answer your work, not in exercise books as your work will be filed.
8. Once you finish the unit specification, you will be given back your scripts, five weeks before the final examinations, so that you can use them for revision.

Submission of Tasks/Exercises

1. Make sure you submit your work before the deadline.
2. The answers to most tasks/exercises should be a minimum of 2 paragraphs (recommended for short questions) and up to 2 pages maximum. A paragraph should be about 18-20 lines. Obviously, the more information you write, the better marks you get.
3. Write meaningful answers, remember this is about improving yourself.
4. Spend time on your work, show interest.
5. Do not give a one word/sentence answer, elaborate as much as possible.
   - (i) Give examples where possible.
   - (ii) Use diagrams/tables where necessary. Draw in pencil.
   - (iii) Use simple English.
   - (iv) Use correct grammar, spelling etc.
   - (v) Make sure your work is neat and easy to read/follow.
   - (vi) Number your work.
   - (vii) Do not repeat/rewrite the question.

> **End of Chapter**
> At the end of each chapter, each learner must design 5 questions to ask others in class.

1.2.6 Tutor/Lecturer/Instructor Advice

1. Plan your work in advance (a minimum of two weeks in advance), four weeks recommended.
2. Give notes to learners. Learners need something to read when summing up the lesson.
3. Encourage learners to take notes when you lecture. During the class everything seems simple because you are in charge doing the talking. However, when it is their (learners) turn to do tasks/exercises/homework, they get stuck.
4. Ask learners' questions to make sure they are following the lesson well.
5. Devise ways of making the class interesting. Learners get bored doing the same thing over a period of time.
6. Never be late for the lesson.
7. Be prepared – Tutors can always tell if a leaner is not ready or did not plan. At the end of each chapter, design 5 questions which will be forwarded to IEU . Do not follow the same format of questions as in the learner study materials. Use your own format.
8. Prepare notes for each chapter section. Learners should be able to answer tasks using "their own words" which they learn during the lecture and from notes you give them.
9. Learners should do their own work and you should not directly copy answers relating to tasks/exercises.
10. If there is a section which requires certain expertise i.e. Accounting/Finance, Logistics knowledge, notify Administration in advance (about 3 weeks) so that necessary arrangements can be made for another tutor to take the lesson. Please note that the tutor would also need time to prepare/plan – so give as much time as possible.

> **End of Chapter**
> At the end of each chapter, you are required to set 5 questions which will be sent to IEU.

Approved October 4, 2022

Robert Clarke, CFA, Phd

Office of the President