

DAMBAI COLLEGE OF EDUCATION



ASSESSMENT POLICY

DACE/ASP001/2020

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ASSESSMENT POLICY

DACE/ASP001/2020

1. INTRODUCTION

The task of assessing and awarding a grade in each subject is a requirement of the Academic Regulations of the awarding institutions, University of Cape Coast (UCC) and University for Development Studies (UDS). This policy seeks to outline the roles of tutors and student teachers in the conduct of assessment in the College.

2. POLICY STATEMENT

Assessment is a vital component of teaching and learning in determining the performance of students, programmes, and the quality of education being offered. Through assessment, educands are certificated and placed. Assessment is a diagnostic tool for both internal and external measurement and evaluation of every educational system. It is for these various purposes that assessment is indispensable to any educational system seeking for successes. Thus, the College places high premium on the practices of quality assessment in all its academic engagement.

3. PURPOSE/OBJECTIVE

The purpose of this policy is to:

- a. provide evidence of student teachers' skills development, knowledge and understanding in relation to the Course Learning Outcomes (CLOs) and the National Teachers' Standard (NTS).
- b. help tutors and student teachers to become reflective practitioners of their teaching and learning.
- c. help student teachers to perform to the best of their abilities through assessment that is inclusive and supportive;
- d. Provide a fair and reliable measure of students' academic performance against various Course Learning Outcomes in accordance with the National Teacher Standards;

- e. build up a collection of resources and materials for the student teachers to use to support their teaching, learning and further studies;
- f. familiarise student teachers with the concepts and processes associated with creating and assessing portfolios which is a component of the Basic School Curriculum;

4. SCOPE

This policy shall apply to all Units, Tutors, Departments, and Students of the College.

5. SUPPORTING PROCEDURES

A. Key Principles

Assessment practices in the College will be guided by the following principles:

- i. **Assessment supports student learning:** through effective alignment to course learning outcomes, appropriate feedback and a range of assessment tasks that take account of the stage of learning of the subject within a programme;
- ii. **Assessment requirements are clearly communicated to both staff and students:** this is to ensure that sufficient details on assessment criteria is provided for transparency.
- iii. **Assessment is fair, valid and reliable:** this provides opportunities for all students to demonstrate attainment of the intended course learning outcomes.
- iv. **Assessment practices are sustainable for staff and students:** through continuous monitoring, orientation, and assessors' constructive feedback on students' work.
- v. **Assessment practices promote academic integrity:** through the incorporation of appropriate mechanisms including regular review and update of individual tasks.

B. Course Assessment Plan

Student teachers' learning is gradual and cumulative, with qualitative and quantitative changes taking place throughout the process. For this reason, the assessment plan for each course shall enable the teaching staff to engage in both formative (Assessment For and As Learning) and summative (Assessment of Learning) assessments.

B. 1 Assessment Components

There are three assessment components for each course namely:

a. Continuous Assessment

Per practice of the Affiliate University

b. Summative Assessment

Per practice of the Affiliate University

Each course assessment component needs to:

- i. be introduced to student teachers at the beginning of each semester.
- ii. be prepared for by tutors in lessons.
- iii. assess student teachers' knowledge and understanding of the course learning outcomes.
- iv. make reference to the National Teacher Education Assessment Policy (NTEAP), National Teacher Education Curriculum Framework (NTECF) and National Teachers' Standard (NTS) in full as the main criteria for assessment.
- v. identify aspects of the Basic School Curriculum to be assessed.
- vi. reflect integration, subject knowledge & pedagogy, equity & inclusion, cross cutting issues & core values and skills.

C. Class Attendance and Participation

- a. Students are required to be punctual, regular to and participate in all class engagements.
- b. A student who has an unsatisfactory attendance record or who performs poorly at progressive assessment tasks may be identified as needing support and must be referred to the Guidance and Counselling Unit.

6. INCLUSION RESPONSIVE STATEMENT

All provisions made by this policy shall apply to all manner of persons considered stakeholders of the College irrespective of their gender, ethnicity, religion, social status, ability and cultural background and affiliations in such a manner that no act of discrimination is promoted under any circumstance in any engagement of the College.

7. RESPONSIBILITY FOR IMPLEMENTATION

- a. The Academic Board
- b. The Academic Planning and Quality Assurance Committee
- c. The Academic Affairs Committee.
- d. The Supported Teaching in Schools (STS) Unit
- e. The Professional Development Committee

8. RESPONSIBILITY FOR MONITORING

- a. The College Governing Council
- b. The Affiliated Universities
- c. The Academic Board
- d. The Academic Planning and Quality Assurance Committee
- e. The Academic Affairs Committee

9. KEY STAKEHOLDERS

- a. The College Governing Council
- b. The Affiliated Universities
- c. The Academic Board
- d. The College Management
- e. The Staff
- f. The Students
- g. The Students' Representative Council

10. STATUS

Approved

11. INITIATING BODY

- a. The Academic Board
- b. The Academic Affairs Committee
- c. The Academic Planning and Quality Assurance Committee

12. SPONSOR

The College Principal

17. AUTHOR

The College Principal

10. APPROVAL BODY

The College Governing Council

14. EFFECTIVE DATE

16th September, 2020

15. REVIEW DATE

2023

16. RELATED LEGISLATION

Colleges of Education Act, 2012 (Act 847)

17. RELATED POLICY

- a. Harmonized Statutes for Colleges of Education, Ghana
- b. University of Cape Coast Progression Policy Document
- c. University for Development Studies Progression Document

18. FURTHER INFORMATION

For further information or enquiries regarding this policy, please contact the following:

The Principal
Dambai College of Education
P. O. Box 84, Dambai
Dambai

Oti Region

Ghana

West Africa

dace74dambai@gmail.com/info@dace.edu.gh

0243125225

0242080370