

## CHARTERED BANKER PROGRAMME

### ASSESSMENT POLICY

#### 1. Introduction

1.1 This paper outlines the assessment policy of the Chartered Banker Institute.

#### 2. Purpose of Assessment

2.1 Assessment in the Chartered Banker Programme is for Certification purposes and therefore the process must be detailed, reliable and valid. The assessment process should also support the learning of the student by providing feedback on performance whilst undertaking the course.

2.2 Thus the assessment structure must have formal summative elements for certification whilst also providing less formal formative elements for ongoing feedback.

#### 3. Assessment Structure

3.1 The assessment of students studying for the Chartered Banker qualification will be carried out by both summative and formative assessment. The summative assessment will take the form of a final examination which will be an unseen paper undertaken in secure examination conditions. Formative assessment will take the form of a compulsory assignment.

#### 4. Formative Assessment

4.1 The formative assessment element of the programme consists of one assignment.

4.2 The assignment is seen as an integral part of the learning process that takes place within a module and is therefore compulsory. In recognition of the importance attached to the assignment, it contributes up to 30% of the overall examination mark.

## 5. Summative Examinations

- 5.1** The summative examinations are held in secure examination conditions in various examination centres world-wide. Examination centres are chosen for the appropriateness of the examination and may include bespoke examination centres, colleges, universities and other suitable accommodation. Where appropriate, examinations may be held in a student's place of employment. Module examinations are held throughout the year and normally last three hours and 15 minutes.
- 5.2** Each Chartered Banker module is assessed by an online examination which contributes up to 70% of the overall mark – the assignment contributes up to the remaining 30%. The overall pass mark for each module is 55% and students must attain a minimum mark of 50% in the final examination. The assessment for the Contemporary Issues in Banking module may differ from the foregoing.
- 5.3** If students achieve a mark of 80% or over, they are awarded a distinction.

## 6. Summative Examinations – Assessment Style

- 6.1** All summative examinations take the form of written assessments using free response questions. The use of free response questions gives students greater scope for producing discursive answers and provides examiners with suitable assessment material to determine the student's knowledge of the subject matter and ability to produce good answers.
- 6.2** Examination questions will be based on the module syllabus. Examination questions are only set on topics which are covered by the syllabus, although candidates are encouraged to extend the scope of their answers by including information from additional sources.
- 6.3** The following types of free response questions will be used in the examination papers.

## 7. Extended Response

- 7.1** The extended response or essay style question is a popular form of question at this level of examination. It provides a means of assessing student's command of language, argument and analysis. These questions have the advantage of being relatively easy to construct and gives the student the opportunity for self-expression when answering. However these types of questions do make considerable demands on the students writing ability and on the examiner's marking skills.

## 8. Structured Questions

- 8.1 Structured questions consist of a statement followed by a series of related questions. These are used to assess the student's comprehension and application of knowledge. These questions allow the assessment of a specific area of knowledge, restricting the student response to a narrower range of subject matter. These questions are generally less academically demanding on a student both in terms of written ability and analysis.

## 9. Case Study

- 9.1 The case study gives examiners the opportunity to assess the problem-solving and decision making skills of the student. The Case Study in an examination will normally consist of a description of a simulated situation followed by specific question or set of questions designed to make the student analyse the situation and then either make a decision or advise on an appropriate course of action.

## 10. Short Answer Questions

- 10.1 In some examinations it may be appropriate to use short answer questions. These are easy to produce and mark but tend to be less academically challenging for the student. These types of questions can be used to cover a wide range of the module syllabus. For this level of examination (SCQF 9/10), short answer questions must involve the students in writing several lines of response. It is not appropriate to have questions which only require a single word or very short response.

## 11. Examination Structure

- 11.1 In determining the examination structure it is crucial to ensure that each paper covers a wide spread of the syllabus. It is also important that once a structure has been devised, implemented and validated, that it should remain static to ensure fairness to the candidates and consistency in assessment.
- 11.2 It is recognised that variances may occur in examination structure to take account of module differences. However the following general points are important:
- 11.2.1 Each examination will consist of **five** compulsory questions
  - 11.2.2 Certain aspects of the syllabus content **may** be regarded as fundamental and therefore examinable in each examination – in this case, all questions pertaining to that topic will be placed into a specific section of the on-line question bank, with one being chosen randomly by the candidate.
  - 11.2.3 The total marks of all questions must equal 100, with individual questions subdivided as required

- 11.2.4** Questions must be appreciably different to those questions which have previously assessed (e.g. by way of the course assignment, the mark for which contributes to the overall examination mark)
- 11.2.5** No question should allow students simply to regurgitate lists / facts from the module textbooks, but should instead test the student's practical application of syllabus content or otherwise allow students to demonstrate independent critical awareness and understanding of the subject, analysis and judgement, and not just note learning
- 11.2.6** All examinations last for three hours 15 minutes.

## 12. Preparation of Examination Questions/Specimen Questions/Assignments

- 12.1** Examiners (or Assistant Examiners as instructed) will be required to produce a specific and separately advised number of examination questions and solutions for insertion into the online question bank. Additionally, a Specimen Paper and two assignments are required.

### ***Scottish Credit & Qualification Framework Requirements***

The Chartered Banker Institute is a credit rating body and accredits their own qualifications on the Scottish Certificate & Qualification Framework (SCQF).

SCQF is based on progressive levels of learning, each characterised by outcomes. From our perspective, these are:

- Subject specific knowledge and understanding
- Subject specific skills.

There are 12 SCQF levels, with levels 7-10 representing the first four years of an undergraduate programme, level 11 as postgraduate and level 12 as research degrees. For the purposes of Chartered Banker we are primarily concerned with levels 9 and 10.

**Appendix A** shows how each level is described in terms of student outcomes (the type of knowledge which characterises the appropriate level, skills and problem solving approach). Verb examples are also included as these help to demonstrate the **kind of wording** which **must** be used in assignments and exam questions.

- 12.2** Examiners should prepare all draft questions and solutions and send a copy to the External Verifier. The External Verifier will fully review each question / solution, including proof-reading for spelling or grammatical errors, before returning these to the Examiner with any comments. On receipt, the Examiner should act upon the advice given and further liaise with the External Verifier until all questions / solutions are fully agreed and finalised. Where there is a disagreement which cannot be

resolved by the two parties, the matter can be referred, under advice to the Head of Awarding Body, to the Assistant Examiner (or Examiner as appropriate) for a suggested resolution.

- 12.3 On completion of the finalised questions / solutions, a password protected e-mail file should be sent by the Examiner to the Institute's Head of Awarding Body. If the examination questions are compromised, new questions will require to be produced.
- 12.4 All questions will then be further scrutinised by the Head of Awarding Body who will submit the examination questions to the Institute's online examination provider for uploading to the question bank.
- 12.5 When the questions are uploaded to the on-line system, they will be verified again to ensure that no errors have occurred during the question bank population process.

## 13. Marking and Verification of Examination Papers

- 13.1 The Examiner is responsible for ensuring that student scripts are marked fairly and consistently within the marking time scales determined by the Institute. The Examiner may be assisted in the marking process by the Assistant Examiner, but will be ultimately responsible for ensuring that marking consistency is achieved.
- 13.2 The total for each question must be a whole number, with any  $\frac{1}{2}$  marks being rounded-up.
- 13.3 On notification that a script(s) is / are available for marking, the Examiner / Assistant Examiner must complete the marking of the required script(s) by the due date and advise the Institute by email, attaching the Marking Sheet along with any paper-based copy as required.
- 13.4 Although examination scripts fall under Schedule 7(9) of the Data Protection Act and so are exempt from student access, any comments recorded by the examiner within the online examination system or in the margin of a paper-based script or on a separate marking sheet are not exempt and as such could be provided to students. However, this still does not entitle students to see their scripts – only a list of the comments. For this reason, Examiners, Assistant Examiners and External Verifiers **must not** make comments within the on-line examination system or on exam papers or on separate sheets.
- 13.5 All examination scripts which fall into the marginal fail category, i.e. falling into the range 45-49 will be automatically forwarded by the Institute to the External Verifier for review. The External Verifier will double mark the script(s) and complete the Marking / Verification Sheet, indicating whether any mark variance occurs.
- 13.6 If the two marks differ, the mark to be awarded will be the External Verifier's mark. The Head of Awarding Body will scrutinise verification results to ensure that the final marks awarded by every External Verifier appear to be consistent and are not skewed, either upwards or downwards.
- 13.7 The Head of Awarding Body will also send a 10% random sample of marked scripts to the External Verifier. This sample will contain scripts covering a range of performance including low marks, marginal pass / fail and high marks.

## 14. Verification of Assignments

- 14.1 Given that the formative assessment contributes up to 30% of a candidate's overall examination mark, it is imperative that there is a robust system in place to ensure that assignment marking is fair and consistent.
- 14.2 To this end, Examiners (and Assistant Examiners) are tasked with verifying that the marks awarded by module tutors are consistently representative of a candidate's endeavours. Examiners and Assistant Examiners will therefore validate the marks awarded and will be given the first five marked assignments from each tutor to scrutinise. Thereafter, a random sample of 10% of each tutor's marked scripts will require verification. If the two marks allocated differ, the mark to be awarded will be the External Verifier's mark. The Head of Awarding Body will scrutinise verification results to ensure that the final marks awarded by every External Verifier appear to be consistent and are not skewed, either upwards or downwards.

## 15. Purpose of Assessment

- 15.1 The Examiner should prepare, annually, a short report on student performance for the previous academic year, i.e. the 12 months to 31<sup>st</sup> July.
- 15.2 This report should be submitted to the Head of Awarding Body by 30<sup>th</sup> September each year and provide **generic** comments on each question within the question bank, highlighting any areas of difficulty for students and where students could potentially improve their answers.

### SCQF Level 9 (Ordinary degree)

**Typically, holders of a Level 9 award will be able to:**

- Demonstrate a broad and comparative knowledge of the general scope of the subject, its different areas and applications, and its interactions with related subjects
- Demonstrate a detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study. In each case, specialised study will be informed by current developments in the subject
- Use their knowledge, understanding and skills, in both identifying and analyzing problems and issues and in formulating, evaluating and applying evidence-based solutions and arguments
- Show a critical understanding of the essential theories, principles and concepts of the subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject
- Show an awareness of the provisional nature of knowledge
- Communicate the results of their studies and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject(s)
- Gain familiarity with and competence in the use of routine materials, practices and skills; and gain familiarity with and competence in a few that are more specialised, advanced and complex; Identify and address their own learning needs including being able to draw on a range of current research, development and professional materials
- Obtain well developed skills for the gathering, evaluation, analysis and presentation of information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include the use of ICT as appropriate to the subject(s)
- Apply their subject and transferable skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making is also required.

#### **Verb Examples**

Apply knowledge; apply, based on the best evidence; calculate; change; choose; compare; compute; contrast; construct; critically reflect; demonstrate; determine; estimate; evaluate; examine the relationship between; execute; formulate and document a plan of care; illustrate; implement; interpret; infer; manipulate; modify; operate; provide a rationale for; relate; simulate; solve; utilise a problem-solving approach to

### SCQF Level 10 (Honours degree)

**Typically, holders of a level 10 award will be able to:**

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- Demonstrate a systematic, extensive and comparative knowledge and understanding of the subject(s) as a whole and its links to related subject(s)
- Demonstrate a detailed knowledge of a few specialisms and developments, some of which are at, or informed by, the forefront of the subject
- Use their knowledge, understanding and skills in the systematic and critical assessment of a wide range of concepts, ideas, and data (that may be incomplete), and in identifying and analysing complex problems and issues; demonstrate some originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments
- Show a critical understanding of the established theories, principles and concepts, and of a number of advanced and emerging issues at the forefront of the subject(s)
- Show a comprehensive knowledge and familiarity with essential and advanced materials, techniques and skills including some at the forefront of the subject
- Communicate the results of their study and other work accurately and reliably using the full repertoire of the principal concepts and constructs of the subject(s)
- Show a critical understanding of the uncertainty and limits of knowledge and how it is developed and an ability to deploy established techniques of analysis and enquiry within the subject
- Systematically identify and address their own learning needs both in current and in new areas, making use of research, development and professional materials as appropriate, including those related to the forefront of developments
- Develop skills in identifying information needs, and in the systematic gathering, analysis and interpretation of ideas, concepts and qualitative and quantitative data and information from a range of evaluated sources including current research, scholarly, and/or professional literature
- Apply their subject-related and transferable skills in contexts of a professional or equivalent nature where there is a requirement for:
  1. the exercise of personal responsibility and initiative
  2. decision-making in complex and unpredictable contexts
  3. the ability to undertake further developments of a professional or equivalent nature.

## Verb Examples

Adapt; analyse; anticipate; appraise; argue; arrange; assemble, attribute; calculate; categorise; classify; compare; compose; connect; construct; contrast; create; critically reflect; criticise; defend; design; devise; differentiate; discriminate; distinguish; examine; experiment; extract core issues; formulate; generalise; hypothesise; infer; integrate; invent; manage; modify; organise; reconstruct; separate; set-up; substitute; test; validate