



Assessment Policy

Academic Board Approved Document

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Version Control

Version	v2.3
Date effective	19 December 2022
Review	The Academic Board will review this Policy in accordance with the Institute's <i>Policy Review Schedule</i> .
Approving body	Academic Board
Approval date	19 December 2022
Approval meeting	Academic Board meeting held on 19 December 2022
Policy owner	Dean
Policy contact	Dean
Related Policy	Assessment Moderation Policy Dictionary of Terms Quality Assurance Policy Student Code of Conduct Student Grievance Management Policy
Related Legislation	Higher Education Standards Framework (Threshold Standards) 2021 (Cth)
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)	BI.1 "Higher Education Provider" Category Standard 1.2, ss 1 Standard 1.3, ss 2, 3 Standard 1.4, ss 3, 6 Standard 1.5, ss 6 Standard 3.1, ss 1 Standard 4.2, ss 1 Standard 5.1, ss 3 Standard 5.3, ss 2, 3 Standard 7.2, ss 2
Benchmarking Institutes	Australian Institute of Higher Education King's Own Institute Macquarie University Southern Cross University University of Newcastle Western Sydney University

Version History

v2.2 5 December 2018 Academic Board Policy

v2.3 19 December 2022 Minor amendments resulting from scheduled policy review

I. Preamble

1.1 Purpose

The purpose of this Policy is to outline the Churchill Institute of Higher Education ('the Institute') commitment to design and deliver assessment items that facilitates achieving and accurately measuring the specific learning outcomes of a unit/course including facilitating the management of assessment items and related activities to ensure the students consistently achieve learning outcomes consistent with the level of qualifications of their course of study.

1.2 Background

Assessment is an integral part of teaching and learning and significantly influences what and how students learn and the measurement of student performance against course learning outcomes. Assessments are developed and measured to ensure the students learning process achieves expected learning outcomes.

This Policy has been structured to meet the requirements of the Institute's policies, quality assurance standards, accreditation requirements and relevant administrative standards.

1.3 Principles

In keeping with the *Australian Quality Framework*, assessment at the Institute will be designed to accurately measure unit and course learning outcomes, defined as the set of knowledge and skills a student must acquire to demonstrate learning at the appropriate level of qualification.

To this effect:

- a. Assessments must provide reliable indicators of student learning and achievement against learning outcomes and must be appropriately weighted to reflect the demands placed on the student.
- b. Assessment will serve summative and formative purposes. Respectively, measuring student attainment of unit and course learning outcomes, as well as developing knowledge and skills as part of the student learning process throughout their course of study.
- c. Assessment design and marking criteria statements must provide clear and concise directions to students undertaking assessment, as well as the Institute's staff, who may be tasked with moderation, review and/or quality assurance of assessment.
- d. Assessment grading must be undertaken against pre-advised and clearly articulated criteria, followed, where appropriate, by formative feedback on learning against stated performance criteria to support and stimulate student progression towards learning outcomes.
- e. Assessment methods will be diverse over the course of study, cognizant of diverse student learning needs and styles, and to authentically prepare students for employment in diverse organisational settings.

1.4 Definitions

For definitions, refer to *Dictionary of Terms*.

2. Scope

This Policy provides information about the Institute's assessment policies and requirements for all assessments of units offered at the Institute. Furthermore, this Policy applies to:

- 2.1 assessment of unit-work by students undertaking undergraduate award degrees at the Institute;
- 2.2 academic and administrative staff, students and people contracted by the Institute with responsibility for designing, administering and making decisions relating to assessments on behalf of the Institute.

3. Policy Statement

The Institute will ensure that students' performances are assessed by fair, timely and transparent procedures, based on clearly defined, consistent and equitable criteria aligned with course and unit learning outcome goals.

4. Assessment

4.1 Assessment Design

The assessment design gives a clear guidance to examiners of the expectations and requirements of assessments at the appropriate *Australian Qualification Framework (AQF)* level. Assessments will be designed under the following guide and will:

- 4.1.1 be discipline-based and relate to any discipline's accreditation requirement and AQF level to explicitly enable students to demonstrate achievement of the specified learning outcome for the unit;
- 4.1.2 use a variety of tasks to measure different learning outcomes as specified in the unit outline;
- 4.1.3 challenge students to deeper learning and provide opportunities for students to demonstrate their full capacity;
- 4.1.4 use valid criteria and standards to differentiate students' level of achievements;
- 4.1.5 consist of a minimum of two (2) items of assessment and a maximum of four (4) items of assessment for each unit with a minimum value of 10% per assessment item and a total of 100% for each unit;
- 4.1.6 The Academic Board has the authority to determine the percentage of overall assessment allocated to exam assessments and the number of exams assessment that can be used on a unit.;
- 4.1.7 Unless otherwise approved by the Academic Board no final exam can be no more than 40 percent.

4.2 Assessment Items

- 4.2.1 Assessment items may take a variety of forms, which might vary across units as well as across course stages (first year, second year and third year units).
- 4.2.2 The assessment can be designed as written assessments (essay, report and/or case study analysis) as well as in-class assessments (quiz, presentation, demonstration and/or examination). Each item of the assessment will be allocated a minimum of ten (10) percent value from the total assessments for the unit with a total of one hundred (100) percent value for each unit. Assessments can be individual as well as group based.
- 4.2.3 The unit developer will develop and write all the assessment items and the unit learning outcomes.
- 4.2.4 The Course Coordinator will approve the type, weight and duration of the assessment items.

4.3 Assessment Guide

Assessment items for each unit will be listed in the Unit Outline and include the weighting of an assessment item and the percentage contribution to the overall grade of the total assessment. The submission date for each assessment item will also be specified.

A separate document consisting of assessment information will be provided for each assessment item and will include the assessment objective, detailed description and expectation, submission date as well as assessment marking rubrics.

The unit outline and assessment information will be made available via the Institute's Learning Portal to the students one week prior to the commencement of the semester.

4.4 Assessment Submission

Students must attempt all assessments on time as scheduled in the unit outline; the submission date for written assessment will be expressed in semester week number as well as a specified day, date and cut off time.

All written assessments will be submitted through 'Turnitin' for text matching via the Institute's Learning Portal. In the instance where the lecturers requested a hard copy of the assessment, it could be handed directly to the lecturers in the nominated class time or via an assessment drop box which will be set up at Reception.

4.5 Late Assessment Policy for Written Submissions

To ensure that the requirement of assessments to be assessed is fair, transparent and equitable, penalties will be consistently applied.

An assessment submitted after the due date without proper approval, will be considered as a late submission. A mark equivalent to ten (10) percent of the total allocated for the assessment will be deducted from the marked value for every day the assessment is late. An assessment more than seven (7) calendar days overdue will not be marked and will receive a zero mark unless misadventure is substantiated.

4.6 Late Assessment Policy for In-class Assessments

With regards to in-class assessments (quiz, test, presentation), in the case of an unexcused absence from the assessment, a student will receive a zero mark and/or may be given an Incomplete (IN) grade for the unit. An excused absence warrants an opportunity for a deferment or a supplementary assessment.

4.7 Extension of Submission (written and in-class assessment)

Where a student cannot submit the assessment on time due to illness or misadventure, the request to extend the submission will be made formally by completing the Request for Assessment Extension form, at least one (1) day before the submission date and must be accompanied by supporting documents.

A request made on the submission day will not be considered.

The specific circumstance conditions which could be considered for submission extensions are:

- 4.7.1 *Genuine Illness*: a medical certificate is compulsory and must be obtained from a registered medical doctor and the certificate must explain the nature of the condition suffered by the students and the period during which condition affected the students' performance.
- 4.7.2 *Illness over Extended Period*: a medical report should be attached along with a medical certificate and must specify the nature of the condition suffered by the student and the period during which the condition affected the student's performance.
- 4.7.3 *Genuine Misadventure*: in the case of misadventure (personal/family crisis and/or accident) a testimonial must be submitted as soon as the student returns from absence or prior to the absence and the students might be requested to attend an interview to ascertain the veracity of their claims.

4.8 Supplementary and Deferred Assessment

- 4.8.1 Supplementary and Deferred Assessment will only be granted in specific circumstances.
- 4.8.2 Students will be advised on the outcome of their application within seven (7) working days and a new submission date set with the approval of the relevant Unit Coordinator or Course Coordinator.
- 4.8.3 Students must score forty (40) percent in the final exam to pass the unit. If a student has fifty (50) percent or higher mark in a unit but has not scored forty (40) percent or higher in the final exam, the student's result will not be considered as pass. In that situation, the student will be eligible for a supplementary exam. An admin fee of \$250 will be charged per unit for a student to sit a supplementary exam.

5. Rationale for Assessments

All units will include student assessments. The rationale for assessment is:

- 5.1 to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student,
- 5.2 to measure and confirm the standard of student performance and achievement in relation to a unit's defined learning outcomes,
- 5.3 to reward student effort and achievement with an appropriate grade, and
- 5.4 to provide relevant information to evaluate continuously and improve the quality of the curriculum and the effectiveness of the teaching and learning process.

6. Forms of Assessment

Normally, assessment of a unit of study will involve several different forms of assessment.

- 6.1 The form of assessment in a unit must be appropriate to reliably and authentically assess stated learning outcomes.
- 6.2 The use of a variety of forms of assessment is encouraged to accommodate learner diversity, as the use of different assessment methods will provide for a fairer assessment of diverse student's capabilities.
- 6.3 Continual assessment can serve both summative and formative purposes within units and across the course. That is, continual assessment items will be designed to build on each other, so that learning during each can be used to improve performance in subsequent assessments and develop student knowledge and skills towards unit and course learning outcomes.
- 6.4 Where assessment is formative, feedback on assessment must provide students with improvement focused guidance related to the pre-advised marking criteria.
- 6.5 Summative assessment of student attainment of course learning outcomes will be scaffolded and mapped throughout the course of study and the lecturer must be aware of where their unit aligns with the mapping of student learning across the course.

7. Notification to students of assessment requirements

A fundamental aspect of developing a unit is the specification of the prescribed assessment tasks in a way that relates them directly to the unit's objectives (including expected learning outcomes), the course structure, the teaching methods to be used, and the learning strategies to be fostered. Lecturers will ensure that students are fully informed, in writing, in the introductory session of a unit, about unit objectives and expectations, including the assessment requirements and submission dates. The details of all assessment tasks are clearly stated in the Unit Outline, which includes a statement of the learning outcomes of the unit; its assessment plan, including weights allocated to each assessment item and related

submission dates; deadlines, sanctions and penalties; all in a way that is appropriate to the academic level of the students.

8. Requirements for Successful Completion of a Unit of Study

8.1 Students must achieve at least 50% of the total marks for the unit of study to pass the unit.

8.2 A Supplementary Exam will be given to students who have failed that unit and obtained total marks between 45 – 49% (inclusive) provided the student has completed all other assessment items.

9. Assessment Results and Feedback

9.1 Marking

Marking must be conducted in a way that is consistent with the specified criteria and standards for the task. A marking rubric/guide will be provided to the students along with the assessment guidelines to assist students to achieve their learning outcomes.

To ensure the consistency of the results, a moderation process will be carried out by relevant academics or other academics appointed by the Institute to ensure marks are consistent across different markers. The moderation process will be finalised before the grades are released to the students.

Moderation applies to written assignments with a weightage above 20% as well as to written examinations.

9.2 Communicating the feedback

Students must receive meaningful feedback (for example using a rubric) on their work in a timely manner with guidance on how to improve the quality of their work in subsequent assessments.

The feedback will be meaningful and constructive and be explicit, state the assessment criteria and the related learning outcome.

The students will receive the feedback in a timely manner with the turnaround period for assessment of fourteen (14) days from the submission date.

9.3 Final Grades

Grades indicate the level of students' performance in a unit against specified criteria and standards. It is awarded by the Institute and serves as a statement for students and the community to indicate that student's achievement of the learning objectives in the unit.

Grades are expressed as a percentage as well as by letter grade with the interpretation as stated in the following chart:

Grade	Definition
High Distinction (outstanding performance) Code: HD Mark range: 85% and above	Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit.
Distinction (very high level of performance)	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive

Code: D Mark range: 75-84%	achievement of all major and minor objectives of the unit.
Credit (high level of performance) Code: C Mark range: 65-74%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not fully achieved.
Pass (competent level of performance) Code: P Mark range: 50-64%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not achieved.
Fail - unsatisfactory performance Code: F Mark range: below 50%	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the unit.
Grade Pending Code GP	A final grade is yet to be awarded for the unit. This is a temporary grade only and must be finalised before the end of the following semester.
Supplementary Exam Code SX	A final grade is yet to be awarded for the unit as a supplementary exam has been approved. This is a temporary grade only and must be finalised before the end of the following semester.
Withdraw with Failure Code: WF	Cancelled enrolment in the unit after the final date for withdrawal without failure. Cancelled enrolment in the unit for non-payment of fees.

10. Appeals

- 10.1 A student may appeal against a decision made under this Policy. The grounds for appeal are that the decision is inconsistent with this Policy.
- 10.2 Appeals must be made in writing and lodged with the Institute within five (5) working days of the student receiving written notification of the decision.
- 10.3 The Institute will respond in writing to the appeal within ten (10) working days and will confirm or vary the decision.
- 10.4 All decisions regarding assessment appeals will be reviewed by the Teaching and Learning Committee.
- 10.5 If a student remains dissatisfied with the outcome of their appeal, they may utilise the Institute's grievance handling procedures.

11. Quality Assurances

Quality assurance of assessment will occur at both the course and the unit level. Academic staff at the Institute are responsible for establishing a quality assurance regime for the assessment in all courses and units. This will include both internal and external moderation and benchmarking of assessment.

- 11.1 Quality assurance of assessment must be maintained at every stage of the assessment cycle.

- 11.2 Assessment tasks must be subject to routine assessment moderation processes and review through consensus moderation practices. These include peer reviewed, to ensure that they reflect appropriate assessment design and grading.
- 11.3 In accordance with the *Human Resources Management Policy*, professional development opportunities that are related to design, implementation and moderation of assessment will be provided to staff.