

Student Assessment Policy and Procedure

1. Purpose

The purpose of this policy is to outline the principles that govern EIA's management of assessments, and the responsibilities and obligations associated with assessments.

This policy complies with the Higher Education Standards Framework (Threshold Standards) 2015 in the Tertiary Education Quality and Standards Agency Act 2011 by the Commonwealth of Australia, specifically Standard 1.4.

EIA commits to upholding the policy principles and implementing the relevant procedures necessary to do so.

2. Scope

This policy applies to all EIA staff and students that are involved in the assessments process.

3. Responsibility

The Academic Director is responsible for overseeing the implementation of this procedure and ensuring that staff and students comply with the requirements.

The Academic Board is responsible for the monitoring and development of this policy.

4. Definitions

Assessment: Methods and approaches used to evaluate student comprehension, measure levels of knowledge and skills development, and confirm the achievement and demonstration of expected learning outcomes

Assessment Criteria: Standards used to evaluate and grade of students' understanding, knowledge, capabilities and skills related to the expected learning outcomes, as specific at unit and course level.

Assessment Outcome: The mark and corresponding grade allocated an assessor allocate to a student for an assessment item.

Assessment Task: A piece of work that forms part of an assessment item.

Formative Assessment: Ongoing informal evaluation of students' comprehension and learning needs throughout the semester. Formative assessment plays a key role in identifying "at-risk" students

Grade: The outcome of an assessment, which indicates a student's level of performance in an assessment item and ability to progress further in the unit and/or course.

Learning Outcome: Essential learning that students must acquire and demonstrate. The learning includes the development and mastery of knowledge and skills (and their application) at an appropriate.

Moderation (of assessment and results): The quality assurance and control processes EIA uses to ensure the consistency and comparability of standards of student performance; the appropriateness and fairness of assessors' judgments, and the validity and reliability of assessment tasks, rubric and results.

Results: Summary of student performance across the unit or course, as classified in percentage and grades. See allocation table in the procedure below

Summative Assessment: Formal assessments conducted against standards and benchmark.

5. Policy

- 5.1 EIA is committed to developing and implementing assessment strategies that support and maintain the quality of student learning and as against the expected learning outcomes.
- 5.2 Assessment methods will afford students opportunities to achieve and demonstrate the expected learning outcomes, as specific at a unit and course level.
- 5.3 The Unit Coordinator will determine the assessments methods, and ensure they are consistent with the expected learning outcomes being assessed.
- 5.4 The Unit Coordinator is responsible for coordinating and monitoring assessment processes to ensure they are fair and consistent.
- 5.5 Assessment tasks will be designed so that they are specific, measurable, achievable and realistic. Assessment items will be current, relevant and authentic so as to support graduate attributes and job readiness.
- 5.6 Feedback on formative and summative feedback will be timely in that it will allow students to process and integrate the feedback into their learning prior to the next assessment task.
- 5.7 The Unit Coordinator is responsible for the assessment schedule and may delegate the task of writing assessments to one or more assessor(s). Assessors are required to:
 - Make information about assessments readily accessible
 - Provide timely feedback on assessments submitted by students, whether formative or summative
 - Comply with assessment policies, procedures and timeframes
 - Measure student progress and achievements in an honest, fair, and objective manner
 - Follow EIA's grading system
 - Document and report on assessment outcomes
- 5.8 Students are required to:
 - Understand and satisfy the requirements to pass a unit
 - Submit all assessment by the deadline
 - Accept any penalties that apply to late submissions
 - Display academic integrity and avoid plagiarism, cheating, or collusion
 - Act on feedback on relating to assessments, academic performance and ongoing progress within and between units of study
- 5.9 Grades awarded accurately reflect the level of student attainment.
- 5.10 The Unit Coordinator is responsible for compiling and moderating of results.
- 5.11 Students must be able to demonstrate they have achieved the expected learning outcomes specified in the unit outline so as to successfully complete the unit.

6 Procedures

6.1 Assessment Methods

- 6.1.1 The Unit Coordinator selects assessment methods that are appropriate to the specified learning outcomes at a unit level.
- 6.1.2 Assessment methods may include but are not limited to:
- Written examinations with short answer questions, multi-choice questions, and/or essays
 - Written assignments such as essays, reports and/or case study
 - Observation or record of practice
 - Audio and visual performance of presentations
- 6.1.3 The Unit Coordinator maps the assessment tasks against the specified unit learning outcomes to ensure the tasks are appropriately scaffolded and the learning outcomes are achievable using the AQF Alignment Template.
- 6.1.4 The Unit Coordinator evaluates the mapping to ensure that students can demonstrate their knowledge and skills at three stages; introductory, consolidatory, and mastery. The mastery stage aligns with the AQF level prescribed for the course.
- 6.1.5 Teaching staff will use a combination of formative and summative assessment in the classroom to identify “at risk” students and measure their progress within the unit.
- 6.1.6 Teaching staff will comply with the *Student Course Progress and At Risk Policy and Procedure Section 6.3*.
- 6.1.7 Unit Coordinators will schedule assessments unit so that students will complete 40-50% of overall allocated marks within the first eight weeks of the semester The remaining 50-60% are allocated to a final examination or project during the examination period after the semester.
- 6.1.8 Students must achieve a minimum Pass (50%) in the final examination/project/report/assignment/other form of assessment in order to pass a unit.
- 6.1.9 All learning and assessment materials will be validated and moderated annually by teaching teams, as stipulated in the *Moderation Policy and Procedure*.

6.2 Notification of Assessment

- 6.2.1 At the commencement of a unit, students will be informed of the:
- assessment details, such as the assessment methods and rubrics
 - requirements for successful completion of the course and each unit
 - relationship of each assessment to the learning outcomes
 - criteria by which individuals will be assessed in group projects
 - due dates and penalties for late submissions
- 6.2.2 The teaching team in each unit will inform students in the first class of the unit, about unit objectives, expectations and the assessment requirements.
- 6.2.3 The unit outline includes a description of the unit, its overall objectives, scheduled assessments (including weights allocated to each assessment), and how they link to the specific learning outcomes. The unit outline also lists the submission dates and consequences of late submission.

6.3 Submission of Assessment

- 6.3.1 Students are required to submit assessments on or before the due date specified in the unit outline.
- 6.3.2 Students must complete the Declaration of Originality form and attach it to each written assessment including assignment, report, presentation, lab work and project (except quiz, test and exam). Students must attach an individual form to every individual work they submit. Each team must submit only one form that includes all the team member details for every teamwork they submit.
- 6.3.3 The teaching staff may approve late submission of an assessment task, provided the student has:
- made a written request for late submission one week prior to the due date
 - attached supporting documents to the extension to sustain the reason for late submission
- 6.3.4 If the reason is deemed unacceptable, the teaching staff may reject the request. Students may appeal to the Unit Coordinator if they consider the decision to be unreasonable.
- 6.3.5 Teaching staff and Unit Coordinators can approve an extension no longer than seven calendar days from the initial due date of an assessment.
- 6.3.6 If students require an extension longer than seven calendar days from the initial due date of an assessment, they must apply for a special consideration with the Registrar.
- 6.3.7 Compelling reasons for requesting an extension, and extenuating circumstances that may lead to a request for special consideration include significant concerns that may negatively impact on student's performance in an assessment, such as:
- Medical problems
 - Physical trauma
 - Psychological trauma
 - Financial problems
 - Carer requirements linked to illness or medical treatment
 - Other emergencies.
- 6.3.8 Acceptable forms of evidence include:
- Medical/doctor's certificate
 - Police incident reports
 - Other documented evidence such as Statutory Declarations that support the request.
- 6.3.9 Extensions will not be approved after the submission due date, except under special circumstances. Compelling reasons and evidence for the delay in requesting that extension must be given.
- 6.3.10 Once approved, the Registrar will inform students of the amended due date. Penalties will apply to any submitted after that nominated date.
- 6.3.11 Late submissions attract a deduction of 10% of the total marks possible for the assessment task, for every day that the submission is late.
- 6.3.12 Students who cannot submit an assessment task on or before the due date due to sickness or other extenuating circumstances beyond their control may be eligible for special consideration. Students need to submit an application for special

consideration to the Student Administration department within 3 days of the due date of the assessment task.

6.3.13 If the special consideration application is approved, one of the following may occur:

- The deadline for the assessment task is extended
- An alternative form of assessment or supplementary assessment is provided
- The student will be allowed to discontinue from the unit without penalty (upon which a grade of “WDR” will be recorded as their final result)
- No further action is taken.

6.4 Moderation of Assessment

6.4.1 Moderation of marking ensures that assessments, including in-semester assessments and end-of-semester assessments, are marked consistently.

6.4.2 If a unit has only one scheduled class, the Unit Coordinator is required to arrange and submit student assessments which are graded as borderline (45-49% of allocated marks for an assessment) to another marker (the moderator) for cross-assessment.

6.4.3 If a unit has two or more scheduled classes:

- the Unit Coordinator distributes the assessment rubric or criteria to each marker before marking begins;
- the Unit Coordinator establishes a consistent understanding of how to mark the assessment among all markers;
- after marking, the Unit Coordinator collects a sample of papers in each grade (HD, D, C, P, NN [45-49%]) from each marker;
- the Unit Coordinator distributes each collection of papers to a moderator for cross-assessment;
- after cross-assessment, the Unit Coordinator review the moderation outcomes and identifies any significant differences in the marking across the unit;
- if significant differences are found, the Unit Coordinator decides on the appropriate actions to improve consistency, such as clarifying the assessment rubric, criteria, method, conducting further training for markers, communicating clarity and techniques to markers, reviewing a particular marker(s’) overall marking;
- All moderation of assessments and changes to the assessment outcomes and final grades must be conducted and completed before the final grades are communicated to students;
- the Unit Coordinator will include the moderation of assessments in the Examiner’s Report before the Final Grade is released.

6.5 Assessment Feedback

6.5.1 Assessors are required to provide timely feedback to students throughout the semester.

6.5.2 Graded assessments must be returned within two (2) weeks of their submission. Queries must be responded to within one (1) week, or more if the student agrees

6.5.3 Feedback will be provided using a variety of methods including informal discussions in lectures and tutorials, appointments during consultation hours, emails and phone calls, and formal reviews of individual work and/or examination papers on request.

6.6 Supplementary Assessments

- 6.6.1 A supplementary assessment may be provided under the following circumstances:
- When a student has failed the final unit marginally before completing a course (e.g., with a mark ranging between 45% to 49%)
 - When a student is granted special consideration.
- 6.6.2 Where a student has marginally failed a unit and completes a supplementary assessment, the final grade awarded for the unit is limited to a Supplementary Pass (SP) or Supplementary Fail (SN).
- 6.6.3 Where a student completes a supplementary assessment as a result of a successful special consideration application, his/her work will be assessed as per normal; standards grade allocation apply.
- 6.6.4 Only one supplementary assessment per semester is permitted, unless a student receives special consideration.

6.7 Final Grades

- 6.7.1 A final grade will be awarded to students based on their performance in all assessments completed during each unit of study.
- 6.7.2 Student performance in each unit of study will be graded using the grading system outlined in the table below. Ungraded results are not included in GPA calculations.
- 6.7.3 All Unit Coordinators are responsible for completing a EIA Examiner's Report and submitting it to the Course Coordinator before a specific date, as nominated by the Course Coordinator.
- 6.7.4 Before the Final Grades are released to students, the Course Coordinator must organise an Examiner's Meeting with the Unit Coordinators and review student progress in each unit and the course overall. The Course Coordinator must submit the meeting minute together with all Examiner's Report to the Student Progress and Examination Committee for their review and approval prior to the release of the final grades:
- The Unit Coordinator must provide the Course Coordinators with information about student subgroups, including students that are under-represented from disadvantaged or Aboriginal and Torres Strait Islander backgrounds;
 - The Course Coordinator may meet with the Academic Learning Support Officer and/or the Welfare Support Officer should any specific case belonging to student subgroup requires further attention and follow-up action.

Code	Description	Mark (%)	GPA Value	Explanatory Information	Grade Status
HD	High Distinction	80-100	4	A high distinction indicates an outstanding level of performance against most/all of the learning outcomes and requirements. For example, the student's work is based on well-substantiated arguments (i.e., based on in-depth research and solid findings), reflects critical thinking	Final (complete)

				and analysis, and provides unique insights.	
D	Distinction	70-79	3	Distinction indicates performance at a high level against most of the learning outcomes and requirements. For example, the students' work reflects well-thought-out arguments,	Final (complete)
C	Credit	60-69	2	Above average	Final (complete)
P	Pass	50-59	1	Average. Satisfies requirements. Competent and capable	Final (complete)
CP	Conceded Pass	45-49	0.5	The student has submitted all assessments and the unit is not a pre-requisite. This grade takes into account a student's performance during class and across a range of assessments.	Final (complete)
N	Fail	0-49	0	The student fails to achieve Pass grade in a unit having attempting to complete the assessments and/or the student fails to achieve 50% of the allocated marks in the final examination/project/report in a unit.	Final (incomplete)
NA	Fail – No Attempt		0	The student did not attend/submit assessments	Final (incomplete)
CON	Continuing		N/A	Unit in progress	Temporary
SP	Supplementary Pass	50	1	Student passed a supplementary assessment	Final (complete)
SN	Supplementary Fail	0-49	0	Student failed supplementary assessment	Final (incomplete)
WDR	Withdrawn		N/A	Student withdrew without academic penalty	Final (incomplete)
WF	Withdrawn Fail		0	Student withdrew after academic penalty date	Final (incomplete)
SPC	Special Consideration		N/A	Special consideration has been granted	Temporary
DEF	Deferred Assessment		N/A	A deferred assessment has arranged	Temporary
GNS	Grade Not Submitted		N/A	A grade was not entered when results were certified	Temporary

6.8 Review of Grades

- 6.8.1 A student may request to review their grade for an individual assessment task or unit if they believe that a mistake may have occurred in the grading process and/or the compilation of their final result.
- 6.8.2 The student should contact their Unit Coordinator to discuss their concerns about their grade within five (5) working days of being notified of the grade.

- 6.8.3 The Unit Coordinator will review the grade and discuss the outcome of the review with the student within five (5) working days of the request being made.

6.9 Appeals

- 6.9.1 A student may appeal against a final grade for a unit within ten (10) working days of formal notification of the result as outlined in the Student Grievance and Appeals Policy and Procedure for Academic Matters.

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