

Student Assessment Policy and Procedures

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) 2021 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 Board is responsible for approving the policy and monitoring the implementation of the policy.

The Dean is responsible for overseeing the management and implementation of the procedures and ensuring that staff and students comply with the policy requirements.

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 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 to a student for an assessment item.

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

Course Coordinator: An academic leader who is responsible for overseeing and managing a specific course at EIA to ensure the course runs smoothly and meets the required academic standards and regulations.

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

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 level for the qualification.

Marker: A person responsible to the Course Coordinator for marking and providing a result for assessment tasks.

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 markers' 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 benchmarks.

Unit Coordinator: An academic staff who supervises the execution and management of an EIA unit of study, encompassing the preparation stage to guarantee that lecturers and markers deliver and assess the units with high standards and uniformity.

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 Course Coordinator will determine the assessments methods, and ensure they are consistent with the expected learning outcomes being assessed.
- 5.4 The Course 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. All assessment tasks must be criterion referenced.
- 5.6 Feedback on formative and summative assessments 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 No single piece of assessment in each unit must be worth more than 50% of the unit total marks. Each unit must contain at least three independent assessments and the first assessment should not be scheduled later than week 5 to diagnose student engagement with learning and understanding of the subject.
- 5.8 Any major changes to the assessment methods and weights will need to be discussed at the Degree Forum through the unit review process, reported to the Faculty Forum and approved by the Academic Board.
- 5.9 The Course Coordinator is responsible for the assessment schedule and may delegate the task of writing assessments to one or more lecturer(s). Lecturers 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
- 5.10 The Course Coordinator is also responsible for approving minor changes to the assessment tasks and ensuring the updates of assessment questions across different study periods.

5.11 Students are required to:

- Understand and satisfy the requirements to pass a unit
- Submit all assessments by the deadline
- Accept any penalties that apply to late submissions
- Display academic integrity and avoid misconduct
- Act on feedback on relating to assessments, academic performance and ongoing progress within and between units of study

5.12 Grades awarded accurately reflect the level of student attainment.

5.13 The Course Coordinator is responsible for compiling and moderating of results.

5.14 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 Degree Forum chaired by the respective Course Coordinators 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 Course Coordinator ensures the assessment tasks be mapped 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 Course 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 Students must achieve a minimum Pass (40%) in the final examination/project/report/assignment/other form of assessment in order to pass a unit.

6.1.8 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, the unit outline will be published on the Learning Management System (Moodle). Students will be informed of the:

- Description of the unit and unit learning outcomes
- Assessment details, such as the assessment methods and rubrics
- Requirements for successful completion of the 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

- Academic integrity principles

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 declare the originality of each written assessment including assignment, report, presentation, lab work and project (except quiz, test and exam). For group assignment/project work, each team must submit only one declaration that includes all the team member details.
- 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 in writing. Students may appeal to the Course Coordinator if they consider the decision to be unreasonable.
- 6.3.5 Teaching staff and Course 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 Academic Support Officer (ASO).
- 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 ASO will inform students of the amended due date. Penalties will apply to any submission 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 need to submit an application for special consideration to acadop@eia.edu.au 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, if it is the final examination

6.4 Moderation of Assessment

6.4.1 Moderation of marking ensures that assessments are marked consistently.

6.4.2 If a unit has only one scheduled class, the marker 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 involves more than one marker:

- 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 reviews 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 Lecturers are required to provide timely feedback to students throughout the study period.

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 study period 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 markers are responsible for completing a Results Report and submitting it to the Course Coordinator before a specific date, as nominated by the Course Coordinator. The Results Report must provide the details of:
- The assessment results and unit results for each studying student
 - The grade distribution and pass rate
 - The assessment moderation feedback
- 6.7.4 Before the Final Grades are released to students, the Dean must organise the Student Progress and Examination Committee (SPEC) meeting to review student progress in each unit and the course overall. The SPEC will report the final results to the Academic Board for approval.
- 6.7.5 It is required that all new students must complete the Academic Integrity Module (AIM) within the first study period of their course. EIA will organize multiple Study Skills Workshops to assist students understand academic integrity matters. The final grade will be withheld until students complete AIM.
- 6.7.6 A Conceded Pass must be approved by the Dean or delegate as a concession to a student who has met all of the following condition:
- The unit is the final unit required by the student to complete the course of study
 - The student has received an aggregate mark in the unit of 40% or greater, but less than 50%
 - The student has submitted all the required assessment in the unit
 - The student has not been recorded in the Academic Misconduct Register more than once in the course of study
 - The student must apply for the Conceded Pass in writing to acadop@eia.edu.au
- 6.7.7 EIA will use the grading system which includes the following:

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	Final (complete)

				critical thinking 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	Refer to Section 6.7.6	Final (complete)
N	Fail	0-49	0	The student fails to achieve Pass grade in a unit having attempted 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)
EX	Exemption Granted		N/A	Student has exemption granted in accordance with the RPL Policy	
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 been 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 results.
- 6.8.2 The student should contact the Course Coordinator to discuss their concerns about their grade within five (5) working days of being notified of the grade.
- 6.8.3 The Course Coordinator or delegate 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.

Document History

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Responsible for Implementation	Course Coordinators, teaching staff & Academic Support Officer
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Version Number	Amendments
1.1	Change company name to Edvantage Institute Australia (EIA); update responsibility
1.2	<ul style="list-style-type: none"> Added the rule of no single piece of assessment will have the weight higher than 50% Updated the procedures in accordance with the operation delegation Added the conditions for Conceded Pass