

# Student Assessment Policy



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<b>Approved by</b>	Stanley College Academic Board
<b>Authorised Officer</b>	Vice-President, Higher Education
<b>Supporting documents, procedures and forms of this policy</b>	<p>Student Assessment Policy</p> <p>Academic Integrity Policy and Procedure</p> <p>Course Development and Review Policy and Procedure</p> <p>Credit and RPL Policy and Procedure</p> <p>Learning and Teaching Plan</p> <p>Student Grievance and Complaint Policy and Procedure</p> <p>Student Progress Policy and Procedure</p> <p>Assignment Cover Sheet</p> <p>Privacy Policy</p>
<b>Related Legislation</b>	<p><a href="#">AQF Qualifications Pathway Policy</a></p> <p><a href="#">Education Services for Overseas Students (ESOS) Act 2000</a></p> <p><a href="#">Higher Education Standards Framework 2015, Part A: Standard 1.3.3 (Orientation and Progression), 1.4.3, 1.4.4 (Learning Outcomes and Assessment) and 5.3.2 (Monitoring, Review and Improvement)</a></p> <p><a href="#">National Code 2018, Standard 8</a></p> <p><a href="#">Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</a></p> <p><a href="#">Privacy Act 1988</a></p> <p><a href="#">Information Privacy Bill 2007 (WA)</a></p>
<b>Audience</b>	Public

## 1. PURPOSE

1.1 The policy provides a framework for maintaining and enforcing the standards of Stanley College assessments.

## 2. SCOPE

2.1 This policy applies to all Higher Education students and staff at Stanley College.

## 3. DEFINITIONS

<b>Academic Integrity</b>	Demonstrating the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of coursework or research.
<b>Assessment</b>	A process used to make judgements about the quality of students work against a standard and awarding a grade or mark to represent the level of achievement of specified learning outcomes.
<b>Assessment Criteria</b>	Assessment criteria specify how assessors evaluate students' knowledge, understanding and capabilities, and are based on the intended learning outcomes
<b>Assessment Moderation</b>	The process for ensuring fairness and consistency of assessment marking across and within courses and includes activities that occur throughout the entire assessment process including the design, marking and analysis of results phases.
<b>Criterion referenced assessment</b>	Is where marking rubrics, guides and schemas are used to mark students work against predetermined written criteria based on the desired learning outcomes.
<b>Co-examiner</b>	The process whereby another lecturer or other academic personnel marks the same piece of assessment, without knowing the student or the mark given by the first lecturer. This is part of assessment moderation and is a method of determining equivalence of assessment outcomes.
<b>External peer review of assessment</b>	The process of reviewing materials used against those of a commensurate institution to determine the equivalence and relevancy of academic standards between institutions.
<b>Learning outcomes</b>	Learning outcomes are the expression of the set of knowledge, skills and their application a person has acquired and is able to demonstrate as a result of learning.

<b>Plagiarism</b>	Using another person's ideas, designs, words or works without appropriate acknowledgement.
<b>Special Consideration</b>	Procedures that allow a student to apply for supplementary or alternative assessment or some other form of consideration in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

## 4. POLICY PROVISIONS

### Principles

4.1 Assessment of student work and associated formative and summative feedback activities are an integral part of the teaching and learning process. The aim of all assessments is to scaffold student learning and ensure that students are progressing in their mastery of the desired learning outcomes.

### Assessment Principles

4.2 Stanley College will adhere to the following principles of assessment:

- a. Assessment tasks must align with the relevant Unit and Course Learning Outcomes and ensure achievement of the College's graduate attributes;
- b. A range of assessment types are used across a course;
- c. Assessment tasks are designed to be inclusive and equitable and alternative assessment arrangements will be provided for students, where appropriate;
- d. Assessments are designed to provide timely feedback to students on their progress as appropriate to the unit;
- e. Assessment task weighting is commensurate with the complexity and effort required to complete the task;
- f. Scheduling of assessment due dates takes into account student workload across units to ensure the workload is manageable;
- g. Assessments will be subject to quality processes at the end of each study period to ensure that they reflect good practice;
- h. Assessments are moderated to ensure appropriateness of tasks, consistency in marking, and the maintenance of academic standards;
- i. External peer review is used to benchmark assessment criteria and standards of students work;
- j. Assessments are reviewed regularly for effectiveness in meeting desired learning outcomes, under Stanley College quality assurance mechanisms;
- k. Assessment practices are supported by a culture of academic integrity that is fostered at all levels within Stanley College;
- l. Criterion referenced assessment is used to communicate the standard for proficiency and cut off scores for a student's work and is provided to students at the commencement of the study period.
- m. Assessment practices are supported by professional development for academic staff to enhance assessment literacy and capability across Stanley College;
- n. All students are treated fairly and equitably, including under-represented groups such as Aboriginal and Torres Strait Islander peoples;
- o. Mechanisms are in place to identify and monitor student progress;

- p. Students are advised of unsatisfactory progress in a timely manner and offered support; and
- q. Students are made aware of the grievance processes and how to appeal assessment marks and grades.

### **Assessment Design**

4.3 Assessment tasks for each unit will be designed to assess students' achievement of the unit learning outcomes, relevant course learning outcomes and Stanley College's graduate attributes. A range of assessment types must be developed for each unit that are appropriate for the unit learning outcomes. Assessment criteria are to be provided for each unit, and assessment tasks are to contain the appropriate level of complexity for the year level and to reflect an appropriate workload for the unit based on the credit points allocated. All units must have a unit outline that details unit rationales, course learning outcomes, unit learning outcomes linked to relevant course learning outcomes, content, delivery and assessment. Further details such as mapping to learning outcomes, weighting and assessment details must also be provided.

4.4 Assessment details will be made available to students at the commencement of each study period. Final student results will be published after they have been ratified by the Academic Board.

### **Assessment Design and the Assurance of Learning**

4.5 All unit and course learning outcomes must be assured through the purposeful design of assessment..

- a. The course will be designed to ensure that each individual is able to demonstrate achievement of each unit learning outcome. This will be achieved through moderation, assessment tasks and invigilation. Normally, this would entail 50% of marks being allocated to invigilated assessments across the course and where appropriate to particular units.
- b. A 10-credit point unit should have a minimum of two and maximum of three summative assessment tasks.
- c. No assessment task will be weighted at less than 10% or more than 50% of the overall unit weighting.

### **Types of Assessment Tasks**

4.6 The following assessment categories describe the breadth of assessment tasks used at Stanley College and guide the moderation and academic integrity activities that provide assurance of the individual students' work.

#### **a. Written assessment tasks**

Includes all assessment tasks that result in the submission of an artefact of the student's work, the artefact is then evaluated to produce a mark. The submitted artefact can take a number of forms including paper/hardcopy submission, submission of an electronic file, or submission of a model or physical object. The submitted artefact can also contain a group or series of artefacts (i.e. portfolio).

#### **b. Performance assessment tasks**

Includes assessment tasks where there is not a submission but rather the student's performance is evaluated to produce a mark. Performance assessments generally do not have an associated record of the student work, though it may be possible to capture the work using technologies (i.e. image, video). The performance type includes activities like oral presentation, skills demonstration, portfolio presentation /defence, drama/singing/musical performance.

c. **Examinations and tests**

An assessment conducted under controlled and invigilated conditions. Assessments in this category are recognised to have medium to high academic integrity depending on the nature of invigilation and strategies implemented to address assurance of fair and transparent assessment practices through moderation.

**Summative Non-Examination Tasks**

4.7 Assessment tasks designed for completion under non-examination conditions (e.g., assignments throughout a semester of study, major papers, research reports or problem sets) provide information to enable judgement of a student's ability to achieve the learning outcomes of a course.

**Team Assessments**

4.8 Team assessments must contain at least one component that can be assessed individually. A maximum of 35% of the assessment marks for the unit may be allocated as a team mark unless the task is designed to assess the team process. Prior to undertaking team assessment, students must be informed of how the individual marks will be determined.

**Class Participation**

4.9 Classes are an important part of the learning process. Students are expected to attend and actively participate in all sessions. Marks are awarded for participation and not for attendance.

**Assignment Referencing and Submission**

4.10 Copyright and academic integrity rules apply. Stanley College has an expectation that all individual assessment work is either:

- a. The individual effort of the student;
- b. The effort of an individual student who may have discussed the assessment with others to better understand the topic, but who is responsible for submitting an individual piece of work; or
- c. The sole effort of the student based on information given in course textbooks or other authoritative course resources.

4.11 Acknowledgement of all sources used in an assignment or work submitted for assessment in any written assessment task is expected by Stanley College students. It is considered plagiarism if work is not properly sourced. Work that is not completed by a student yet deliberately submitted as that student's work is considered cheating.

4.12 *Moodle* is the prime means of notifying students of results. Official results are not released until they have been through a process of review and approval.

**Assessment Due Dates**

4.13 Students must submit all assessment items electronically through *Moodle* by the due date specified.

**Late Assignments**

4.14 Late submissions submitted without prior consultation with the unit lecturer will result in penalties being imposed.

### Assessment Extension Requests and Special Consideration

- 4.15 Assessment Extension Requests and for Special Consideration in extenuating circumstances can be applied for by the student through the process outlines in Student Assessment procedure.

### Absence for In-class Assessments

- 4.16 Students are expected to be present for all in-class assessments including, but not limited to, tests, presentations and in-class exercises.

### Feedback to Students

- 4.17 Feedback on assessments may be provided by lecturers in a number of ways and may be verbal, written, face-to-face or online. Feedback will be respectful, timely and conducted in a manner that aims to encourage students to enhance their learning via correction and suggestions for improvement. Feedback will be provided to students within 10 working days of the submission of assessment.

### Marking and Grading

#### Marking Guidelines

- 4.18 All lecturers will ensure that they adhere to this policy when developing and marking assessment tasks, and providing feedback to students. Marking guides/schedules must be explicitly articulated and made available to all students at the commencement of the study period for each assessment task. Marking guides/schedules should also be discussed with students, so that students can understand their expected standards of academic performance.
- 4.19 Stanley College uses criterion-reference assessment. ***Marks and grades awarded to students are to be based solely on merit in relation to the predetermined criteria.*** Therefore the Board of Examiners will not adjust students' grades to comply with norm-referenced distributions.

#### Grading Codes

- 4.20 Stanley College grades are based on standards used across the Australian higher education sector. Grades will be awarded in accordance with the table of grades in this policy. In order to pass a unit, students must attempt all assessment tasks and achieve an overall pass mark of 50% or higher.
- 4.21 The following grades will apply to all assessments and units of study throughout the higher education courses offered at Stanley College. All unit results will be used to determine the final grade for the course. Non-graded units with a result type of pass /fail are not included in the final grade for the course.

Result	Grade
>80%	High Distinction (HD)
70 – 79%	Distinction (D)
60 – 69%	Credit (C)
50 – 59%	Pass (P)
<50%	Fail (F)*
<50%	Fail Non-submission (FNS)
Pass grade for a non-graded (pass/fail) unit	Pass (PA)
Fail grade for a non-graded (pass/fail) unit	Fail
WD	Withdrawn without penalty

**\*Note:** Marks in the **46 – 49%** range may be moderated depending on factors such as academic progress in other units and the student’s attendance and participation during the semester. Threshold levels of performance for a pass in a unit may be set for assessment tasks with the approval of the Academic Board (for example, this may include a requirement that all assessment tasks are submitted, or that a passing mark is obtained in the final assessment).

#### **Failed Component**

- 4.22 A failed component may be assigned to an assessment item to mandate a minimum level of performance as a requirement for passing the unit. Failed component requirements must be:
- Determined on pedagogical grounds;
  - Measurable; and
  - Used only where necessary to enhance a student performance and to ensure mastery of core discipline elements, especially in units that require students to demonstrate minimum competency standards or ‘fitness to practice’, such as a business practicum.
- 4.23 Where a unit comprises more than one failed component requirement, the sum of all failed component requirements must not exceed 70% of the total assessment for the unit.
- 4.24 **Exemptions**  
The Vice President, Higher Education or delegate has authority to consider and approve exemptions as provided for in the following clauses of this policy: 4.5, 4.23.

#### **Assessment Moderation**

- 4.25 Pre- and post-assessment moderation processes will be undertaken in all units on a regular basis determined by the Learning and Teaching Committee (LTC).

### Anonymous marking

- 4.26 External peer review of assessment tasks and student work will be undertaken in all units on a regular basis determined by the Academic Board. The technique for external moderation involves a 10% sample selected by the lecturer containing grades across the spectrum (high distinction level, borderline pass grades and mid-range grades). The sample will be analysed by discipline experts teaching in equivalent units to provide benchmarking that supports grade moderation.
- 4.27 Where major differences emerge in assessment grading, the Program Manager in consultation with the relevant lecturer will determine strategies to resolve how to best deal with the moderation results.
- 4.28 The Board of Examiners is responsible for overseeing assessment moderation. The Program Manager is responsible for ensuring that moderation processes are implemented. The Board of Examiners will review the Moderation Report from the Program Manager and ratify the results for publication.

### Supplementary and Deferred Examinations

- 4.29 Supplementary and Deferred exams will be offered for those students meeting the criteria as outlined in Student Assessment Procedure.
- 4.30 There will be **ONLY ONE** Supplementary or Deferred Exam offered each semester for each unit. **Students who do not sit the Supplementary or Deferred Exam as offered will not be offered a further supplementary exam, regardless of the reason.**

### Supplementary Assessment

- 4.31 A supplementary assessment is occasionally offered to students to provide a final opportunity to demonstrate successful achievement of the learning outcomes of a unit. **Supplementary assessments are only offered at the discretion of the Unit Coordinator or Vice President, Higher Education.** The offer is determined based on a student's academic and attendance history.

### Marking of Supplementary and Deferred Exams/Assessments

- 4.32 Supplementary Exams and Assessments – if students are approved to sit for a Supplementary Exam or Assessment, the best outcome that can be achieved is a **50% pass grade** for the unit regardless of how well they perform in the Supplementary Exam or Assessment. Students who fail the Supplementary Exam or Assessment will fail the unit.
- 4.33 Deferred Exams and Assessments – the final grade for the unit will be dependent on the mark gained in the exam or assessment.

### Special Consideration

- 4.34 A student may apply for special consideration if they fall ill during an examination and need to leave early. Other unforeseen circumstances that may affect a student's results, such as a death in the family, may also be grounds for special consideration.



### **Assessment Appeals**

- 4.35 Students can appeal a mark or grade if they believe that an error in the marking has been made, or if they believe the outcome is not a fair result in terms of the assessment criteria. The student should discuss the issue with the relevant lecturer in the first instance prior to requesting a review of the mark.

### **Grounds for Appeal**

- 4.36 A student may request a review of the final grade if they have reason to believe that:
- Assessment requirements specified in the Unit Outline were unreasonably or prejudicially applied to the students.
  - A student is of the view that a clerical error has occurred in the computation of the grade.
  - Due regard has not been paid to the evidence of illness or other extenuating circumstances that were previously provided to Stanley College.
- 4.37 The following are not sufficient grounds on their own for appeals:
- A comparison of the result to another result of a different student.
  - Belief by a student that the mark is not commensurate with his or her effort.
  - Visa or residence status of a student.
  - Financial difficulties or employment prospects.

### **Assessment Appeals Process**

- 4.38 Students may lodge an appeal for a review of the decision if they are dissatisfied with the assessment outcome. Refer to the *Student Grievance and Complaint Policy*.
- 4.39 This policy and the availability of complaints and appeals procedures do not remove the rights of the student to take action under Australia's consumer protection laws (including the *ESOS Act 2000*) or to pursue other legal remedies.

### **Board of Examiners**

- 4.40 The Board of Examiners will meet to consider the grades recommended by the Unit coordinators for each student within two weeks of the final exam each semester. Prior to accepting, amending or rejecting grades, the Board will ensure quality in assessment practices in accordance with this policy. The Board may also investigate the handling of issues such as students at academic risk; students with language difficulties; unforeseen assessment events; moderation activities; benchmarking of standards; and progression, completion and attrition rates.
- 4.41 Procedures for meetings of the Board of Examiners require the Program Manager and Unit coordinators to:
- Ensure that all available grades are submitted in the required format through electronic means by the notified date.
  - Attend relevant Board of Examiners meetings if requested and be prepared to respond to any queries of the Board along with any proposed amendments to final grades.

### **Confidentiality and Security**

- 4.42 All reasonable effort will be made by Stanley College staff to ensure that the principles of privacy, confidentiality and security are maintained throughout the administration of student assessment. Particular care will be employed in relation to:
- a. The security of examination papers and student scripts.
  - b. The confidentiality of assessment results.
  - c. The need for documented prior permission from students for any reproduction or usage of assessed material beyond normal marking, feedback and review processes.
  - d. Access to grades and authority to disclose grades to students or any third party.
- 4.43 In matters of privacy and confidentiality in assessment, staff will be guided by Stanley College's *Privacy Policy*, the *Privacy Act 1988* and *Information Privacy Bill 2007 (WA)*.