

ASSESSMENT POLICY (HIGHER EDUCATION)

1. Purpose

- 1.1 The purpose of this policy is to set out the principles, rules and regulations that apply to student assessment. It serves as a guide for staff and students to assessment practices and procedures.

2. Scope

- 2.1 This policy applies to all students and staff of LCBA undergraduate higher education programs.

3. Related Policies

- Academic Integrity
- Academic Progress Policy
- Assessment Moderation Policy
- Complaints and Appeals Policy
- Work Integrated Learning.

4. Definitions, Acronyms

‘Academic Committee’ The body that ratifies student marks and grades at the delivery institution level.

‘Academic Progress’ means a student’s progress towards successful completion of the academic requirements of the Unit and course in which they are enrolled;

‘Academic Year’ means the period from the first day of the Study Period of any year, to the day preceding the first day of the first Study Period of the following year, both inclusive;

‘Assessment’ A process of gathering and evaluating evidence of a student’s performance to determine their achievement of the expected learning outcomes.

‘Assessment task’ – All forms of tasks set for assessment purposes, including a range of written and oral methods and practice or demonstration. The tangible output of the student’s completion of an assessment task (e.g. text, image, presentation) may be referred to as an ‘assessment piece.’

‘Course’ means a set of Units or a higher degree by research program approved by the Academic Board, and which when satisfactorily completed normally qualifies a student for an LCBA award;

‘Examination’ A form of where a student is required to undertake a specified academic task within a specified period of time, normally between one and three hours. The location of the examination and access to external assistance is regulated;

‘Fairness’ means providing the same opportunity for every student to achieve the unit learning outcomes. A fair assessment clearly communicates the assessment requirements, including the criteria and standards by which the assessment will be marked.

‘Grade’ A qualitative descriptor used to signify a range of percentage marks, or the status of a result. Grades indicate the level of performance in a course against specified criteria and standards. Grades are awarded in all courses and units.

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- ‘Mark’ A quantitative value, often expressed as a percentage, which is awarded for an assessment task.
- ‘Reasonable Adjustment’ Adjustments are made so that students with educational disadvantage have the same opportunity to complete assessment tasks as other students, while maintaining the integrity of the unit being assessed.
- ‘Reliability’ refers to the consistency, stability and dependability of the assessment. Reliability seeks to answer questions such as: ‘Would the same or similar results be achieved on another occasion or by another assessor?’
- ‘Result’ means the final grade/mark in a Unit awarded to a student based on the assessment for that Unit
- ‘Rubric’ A tool used to provide students and staff with guidelines about the criteria and standards expected in an assessment
- ‘Study Period’ means a defined teaching and study period specified by a faculty for the completion of Units for a particular Unit
- ‘Supplementary Assessment’ means additional Assessment tasks undertaken by a student in order to make a determination of Result, and required of students where there is genuine doubt about their academic performance in a specific Unit
- ‘Unit’ means a component of a Course having a discrete designated code and title
- ‘Validity’ Validity refers to how accurately an assessment task measures what it is designed to measure. A valid assessment task corresponds with the learning outcomes and facilitates accurate judgements about whether the learning outcomes have been met at the required level. Validity suggests a focus on assessing the right things in the right manner.

5. Policy

5.1 Assessment

- 5.1.1 Assessments are designed to provide reliable and measurable evidence of students’ achievement of learning outcomes.
- 5.1.2 Assessments should be fair, reliable and valid.
- 5.1.3 Assessments for all students are equivalent; ensuring that in no circumstances are students at one campus or class advantaged over students at another campus or class.
- 5.1.4 Equivalency is achieved when assessment tasks:
- align with the same unit learning outcomes
 - are the same type of assessment type (e.g. essay)
 - have the same weighting and word count
 - apply the same marking criteria.
- 5.1.5 Some assessment tasks may vary, while maintaining the principle of equivalency.
- 5.1.6 Assessments are regularly moderated (see *Assessment Moderation Policy*).

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- 5.1.7 A variety of assessment types are used, and may include written, oral, demonstrations, performances, self-assessment, reflective pieces, peer assessment and workplace activities.
- 5.1.8 Assessments are designed in such a way as to encourage academic integrity.
- 5.1.9 The maximum assessment load for each unit corresponds with the Unit Credit Points stated in the Student Guide, at a rate of 1000 words (or equivalent) per 1 credit point. For example, the assessment load for 3-point Units will not exceed 3000 words.
- 5.1.10 No assessment will account for more than 50% or less than 10% of the overall mark for a unit.
- 5.1.11 Assessment practices must uphold the principles of academic integrity (see *Academic Integrity Policy*).
- 5.1.12 Reasonable adjustments may be made to assessment tasks with the approval of Program Managers or senior academic staff.
- 5.2 Assessment marking and feedback
- 5.2.1 By the end of the first teaching week, the Unit Lecturer will provide assessment tasks and deadlines to students
- 5.2.2 Lecturers must mark and provide timely feedback to students within 10 working days of the due date for submission, except in rare cases where extenuating circumstances apply (such as lecturer illness or an unusually heavy marking load).
- 5.2.3 Detailed marking rubrics are used for all units in all courses, which clearly communicate all assessment criteria.
- 5.2.4 Assessment feedback provides constructive and meaningful advice to students.
- 5.3 Attaining a Unit pass result
- 5.3.1 Each assessment task contributes to the overall Unit result.
- 5.3.2 Group work assessments will not account for more than 40% of the overall mark. Examinations will not, normally, account for more than 40% of the overall mark.
- 5.3.3 To obtain a Pass for a Unit a student must:
- make a genuine attempt at and submit all assessment pieces,
 - attend and make genuine attempt at completing any examinations for the Unit
 - obtain an overall mark of at least 50%.
- 5.4 Fail grades and academic progress
- 5.4.1 Students receiving a Fail Grade for a Unit must re-enrol in the relevant Unit and complete all assessments pieces.
- 5.4.2 Where a student fails a Unit because they did not make a genuine attempt at an assessment (including examinations) a percentage result of zero (0) is awarded for the unit.

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5.5 Appealing an assessment result

- 5.5.1 A student who considers that an Assessment has been unfairly assessed may, within 5 working days of the return of the Assessment, request that the lecturer/assessor re-mark the Assessment. The lecturer will decide whether a re-mark is warranted.
- 5.5.2 A re-mark of an assessment piece is allowed only if the assessment was submitted by the due date or, where an extension was granted, by the extended due date.
- 5.5.3 If the lecturer determines that a re-mark is justified, the lecturer will re-mark and return the student's work as soon as practicable, usually within 10 working days of receiving the request.
- 5.5.4 If the lecturer determines that a re-mark is not justified, the lecturer will inform the student of their decision within 5 working days of receiving the request.
- 5.5.5 If a re-mark results in a new grade, this grade will become the final grade, whether the new grade is higher or lower than the original grade.
- 5.5.6 Where the student is dissatisfied with the result of the process outlined above, the student may formally request a re-mark by writing to the Program Manager within 5 working days of either meeting with the lecturer/assessor regarding the original mark or receiving the re-marked assessment, whichever is later.
- 5.5.7 The Program Manager determines whether a re-mark is justified and notifies all parties of their decision in writing within five working days of the request being received.
- 5.5.8 Where it is decided that a re-mark is justified, the Program Manager makes arrangements for a re-marking of the assessment item.
- 5.5.9 The assigned assessor, who may be from LCBA, its delivery partners or another institution, will have sufficient expertise in the area of assessment, but will not be the original assessor.
- 5.5.10 The assigned assessor is not given details of the student's original assessment.
- 5.5.11 The student is informed in writing of the outcome of re-marking by the Program Manager. If the re-mark results in a new grade, this grade will become the final grade, whether the new grade is higher or lower than the original grade.
- 5.5.12 Where the student is dissatisfied with the outcome of the process of re-marking an assessment they may lodge an appeal in accordance with the *Complaints and Appeals Policy*.

5.6 Lateness penalties and extensions

- 5.6.1 Failure to submit work by the nominated due time and date will result in a penalty of 5% (of the total percentage allocated for that assessment item) per calendar day or part thereof to a maximum of 5 calendar days.
- 5.6.2 Any assessment item submitted after the fifth (5th) calendar day following the nominated due time and date will not be marked and will receive a fail grade with a mark of 0%.

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- 5.6.3 Students unable to submit assessment tasks by the specified due date may request an extension on the grounds of unforeseen circumstances including medical, personal, family or work-related matters.
- 5.6.4 An extension to an assessment due date allows students extra time to submit their assessment without penalty.
- 5.6.5 Students must make requests for extensions to their unit lecturer, using the approved form on the Learning Management System (Engage), at least 5 working days prior to the original assessment due date, specifying the reason for the extension and the additional time required.
- 5.6.6 Lecturers must respond to the request for extension, in writing, within one working day, and, where the extension is approved, inform students of the new assessment due date.
- 5.6.7 Extensions to due dates for assessments are normally only granted for reasons beyond students' control that would reasonably prevent them from completing the assessment on time. Such reasons might include:
- illness or medical condition,
 - family issues (e.g. bereavement or serious illness),
 - unavoidable and/or unexpected work commitments (e.g. relocation, change to shift work),
 - an approved leave of absence (see *Enrolment Policy*).
- 5.6.8 In deciding whether to grant an extension to an assessment due date, the lecturer will take into consideration factors such as:
- the reason for the request,
 - whether the circumstances for the request could have been avoided or there was reasonable opportunity to make alternative arrangements,
 - whether documentary evidence supporting the circumstances for the request is provided (such as a medical certificate),
 - whether the request is made in a timely way, using the correct procedure and using the appropriate documentation,
 - evidence that the assessment has been started, planned or that preparatory work has been completed,
 - not disadvantaging students who plan and complete their assessments by the original deadline.
- 5.6.9 Extensions are usually granted for up to 5 calendar days. Extensions beyond 5 calendar days may be granted with the approval of the Program Manager, Head of Discipline or delegate.
- 5.6.10 If an extension is granted and the work is not submitted by the new, approved due date, the lateness penalties set out in this policy apply.

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5.7 Examinations

- 5.7.1 Attendance at examinations is compulsory. Failure to sit an examination at the set time and date without due cause will result in a Fail grade.
- 5.7.2 If absence is unavoidable, the student must, before the date of the exam, wherever possible, provide supporting documentation to LCBA as soon as practical (normally a minimum of 48 hours prior to the examination).
- 5.7.3 If a student is absent at an examination without prior notification to LCBA, the student must provide supporting documentation as to the reason for the absence to LCBA as soon as practical (normally within 48 hours). Illness, injury or personal emergency, must be supported by appropriate medical or other relevant validation.
- 5.7.4 Where a student becomes ill or injured during an examination the student must notify the supervisor immediately. If the student cannot continue, the Program Manager will be notified, and the student will be eligible to sit a deferred examination.
- 5.7.5 If a student becomes ill or injured during an examination but fails to notify the supervisor during the exam, the grade awarded for the examination will stand.
- 5.7.6 Students wishing to defer an applying for a deferred examination must apply to the Program Manger and provide acceptable supporting documentary evidence on medical or compassionate grounds, such as a medical certificate from a registered medical practitioner, prior to the examination.
- 5.7.7 . If the student is dissatisfied with the decision of the Program Manager and has supporting evidence, the student may appeal (see *Complaints and Appeals Policy*).
- 5.7.8 Deferred examinations will be conducted as soon as practical after confirmation of results by the Academic Committee at the end of each semester, unless prior approval is given by the Program Manager to conduct an examination for a particular Unit at another time.
- 5.7.9 Deferred examinations will be different in detail from the original exam but will assess the same Unit Learning Outcomes.
- 5.7.10 Having entered the examination room, a student will not:
- be in possession of any electronic devices (including smart phones, tablets and wrist watches) other than those (e.g., purpose-built calculator) that the Unit lecturer has specified may be taken into that particular examination,
 - be in possession of books, notes, diagrams other than those or that the Unit lecturer has specified,
 - directly or indirectly give assistance to any other student,
 - directly or indirectly accept assistance from any other student,
 - permit any other student to copy from or otherwise use his or her examination papers,
 - use any examination papers of any other students,

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- by any other improper means whatever obtain or endeavour to obtain, directly or indirectly, assistance in his or her work, or give or endeavour to give directly or indirectly, assistance to any other student.
- 5.7.11 When a student is alleged to have committed a breach of 5.7.10 above, a written report by the supervisor will be submitted to the Program Manager and misconduct dealt with under the *Academic Integrity Policy*.
- 5.7.12 A student found to be committing, or apparently committing acts consistent with those described in 5.7.10 may be required to leave the examination room and thereby discontinue the examination.
- 5.7.13 No student will be admitted to an examination later than half an hour from the start of the examination.
- 5.7.14 No student will be permitted to leave an examination room within half hour of the start of the examination.
- 5.7.15 No student will be re-admitted to an examination room after he or she has left it unless, during the full period of the absence, the student has been under approved supervision or allowed to leave by the supervisor for health reasons.
- 5.7.16 Students are required to obey any instructions given to them by an examination supervisor for the proper conduct of the examination.
- 5.7.17 A student may not communicate with a member of the lecturing staff for a particular Unit on any matter relating to any exam, between conclusions of the examination and the publication of results, unless specifically authorised by the Program Manager.
- 5.8 Supplementary Assessments
- 5.8.1 Supplementary Assessments are offered in approved circumstances to provide an opportunity for a student to meet the unit learning outcomes by redeeming a previous assessment result.
- 5.8.2 A student will be granted a Supplementary Assessment if they:
- Achieve an overall result for a unit of 45 – 49%,
 - Have passed all other assessments for the unit.
- 5.8.3 Supplementary Assessments are limited to one per student for each on-campus study period (excluding WIL) and a maximum of two for a course.
- 5.8.4 Supplementary Assessments are not offered for units involving practice-based learning or 'ongoing' or 'progressive' assessments.
- 5.8.5 Supplementary Assessments in WIL units are offered in accordance with the *Work Integrated Learning Policy*, and are not counted towards the maximum number of Supplementary Assessments permitted for a course.
- 5.8.6 Supplementary Assessments may be offered by Program Managers in circumstances outside the limits, conditions and criteria defined in this policy with the approval of the Academic Dean or delegate.
- 5.8.7 Supplementary Assessments will take the form of an additional and new assessment exercise, different to assessments already completed by the student,

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which enables the student to meet the learning outcomes of the unit. The form of assessment will be determined by the unit lecturer.

- 5.8.8 The highest mark a student can achieve for a unit in which a Supplementary Assessment is granted is 50% (P2)
- 5.8.9 Where a student is eligible for both a Conceded Pass and a Supplementary Assessment the student may:
- accept the Conceded Pass; or
 - complete the Supplementary Assessment and receive a pass result; or
 - complete the Supplementary Assessment, receive a fail result and remain eligible for a Conceded Pass.
- 5.8.10 Supplementary Assessments are moderated in accordance with the *Assessment Moderation Policy*.
- 5.9 Supplementary Assessment Procedures
- 5.9.1 Eligible students are offered a supplementary examination in writing by the Program Manager within 5 working days of the release of the result of the final assessment for the unit on the Learning Management System (LMS).
- 5.9.2 Students must accept the offer of a Supplementary Assessment within 3 working days of the offer being made.
- 5.9.3 Supplementary Assessments are provided to students within 5 working days of the student accepting the offer.
- 5.9.4 The Supplementary Assessment is due 7 working days after it is provided. The due date may be extended for lengthy or complex assessments at the discretion of the lecturer.
- 5.9.5 Program Managers monitor the number of Supplementary Assessments awarded to each student.
- 5.9.6 Where a Supplementary Assessment is granted but the result is not finalised before the Academic Committee Meeting for that study period, a Fail grade will be awarded, and the results report will indicate that a Supplementary Assessment result is pending. A change of result will be actioned after the Supplementary Assessment is marked if the student achieves a pass grade for the unit.

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6. Change and Version Control

Version	Authored by	Description	Effective Date
1.0	Academic Director (RH)	Reviewed and reformatted	July 2016
2.0	National Academic Quality Manager (KW)	Change to 5.3.2 assessment load policy	December 2016
3.0	National Academic Quality Manager (KW)	See comments in SharePoint Policy Review workflow	February 2017
3.1	National Academic Quality Manager (KW)	Revised definitions of 'Assessment,' 'assessment task,' 'validity' and re-wording of section 5.6	December 2017
4	National Academic Quality Manager (KW)	More detail provided on policy for extensions to assessment due dates	May 2018
5	National Academic Quality Manager (KW)	See comments in SharePoint Policy Review workflow	October 2018