

## **Governance Institute of Australia**

### **Assessment Policy**

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<b>Summary</b>	This policy provides an overarching approach to assessment for higher education award courses.
<b>Authoring Department</b>	Education
<b>Contact</b>	General Manager, Education
<b>Applies to</b>	Higher Education
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<b>Related documents</b>	Governance Institute of Australia Award Courses and Subjects Approval Policy Governance Institute of Australia Examinations Policy Governance Institute of Australia Graduate Attributes Policy Governance Institute of Australia Graduation Policy Governance Institute of Australia Review of Grade Policy Governance Institute of Australia Special Consideration Policy Governance Institute of Australia Student Academic Misconduct Policy
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**Issued under the authority of Governance Institute of Australia Board of Directors**

# **Governance Institute of Australia**

## **Assessment Policy**

### **Policy Statement**

The Governance Institute of Australia's (hereafter referred to as Governance Institute) Assessment Policy provides an overarching approach to assessment for higher education award courses.

### **Aims and Objectives**

1. Governance Institute uses a criterion referenced approach to student assessment. Criterion referenced assessment requires that criteria be identified so that students know the level of performance required for each assessment task in order to meet the subject learning outcomes.

### **Overview**

2. This policy must be read and understood in conjunction with Governance Institute academic policies, including, but not limited to the:
  - a. Award Courses and Subjects Approval Policy;
  - b. Examinations Policy;
  - c. Graduate Attributes Policy;
  - d. Graduation and Awards Policy;
  - e. Review of Grade Policy;
  - f. Special Consideration Policy; and
  - g. Student Academic Misconduct Policy.

### **Definitions**

3. For the purpose of this policy:
  - a. Assessment tasks - include, but are not limited to: presentations, assignments and examinations;

- b. Academic integration plan - an individual plan developed to support students with special needs such as longer-term illness, disabilities or ongoing severe disruptive circumstances;
- c. Criteria - are specific performance attributes or characteristics that the assessor takes into account when making a judgement about the student response to the different elements of the assessment task;
- d. Fair assessment - is assessment that is feasible for the students' level of progression through their course, has transparent processes (i.e. marked according to articulated criteria) and provides timely and constructive feedback;
- e. Moderation - means regulating the marking of individual markers to achieve consistency in the application of marking criteria;
- f. Threshold requirement - a component of a subject that must be passed in order to pass the subject; and
- g. Valid assessment - refers to the explicit and clear alignment between subject learning outcomes and the assessment methods used to measure student achievement of those outcomes (constructive alignment).

## **Procedures**

- 4. At Governance Institute, assessment is based on established criteria, not ranking, and will:
  - a. guide and encourage effective student learning. Assessment tasks will align with subject learning outcomes which reflect module objectives and relevant graduate attributes;
  - b. fairly, validly and reliably measure student performance against subject learning outcomes; and
  - c. define and maintain academic standards.
  
- 5. Each subject will have:
  - a. subject learning outcomes that support the relevant course learning outcomes, and have been informed by Governance Institute graduate attributes in the context of the overall course and the discipline area;
  - b. assessable tasks developed to measure student achievement of subject learning outcomes (constructive alignment). The logic of the assessment tasks will be explained to the students in the form of a rationale; and

- c. clear criteria developed for each assessment task, based on the subject learning outcomes published in the Subject Learning Guide. These criteria will be described so that students are informed about the level of performance required for each assessment task.

## **Assessments**

6. The number and nature of assessment tasks will be consistent with the subject documentation approved through the Courses and Subjects Approvals process. Variations will only be permitted to the extent that they are permitted by the Courses and Subjects Approvals process.
7. Threshold requirements may be set for individual subjects where they are included in the approved subject documentation. Where threshold requirements are not met and:
  - a. the student has achieved a total mark of 50 or more for the subject, the appropriate grade is Compulsory Fail;
  - b. the student has failed the subject overall, the appropriate grade is Fail.

## **Moderation**

8. Moderation will occur:
  - a. before marking assessment tasks to ensure markers have a shared understanding of the marking criteria;
  - b. after marking to ensure markers have applied the criteria consistently. This may include:
    1. spot checking at random;
    2. double marking; and
    3. reviewing borderline results.

## **Attendance**

9. Governance Institute expects academic staff to encourage students to regularly and actively participate in scheduled educational activities (such as tutorials and online discussions). For assessment purposes, marks may not be awarded for attendance alone.

## **Late Submission of Assessments (Excluding Examinations)**

10. Extensions may be given by the Education Department for a maximum period of two weeks beyond the submission date. Students must complete the “Application for Extension” form, and send it to the Education Department prior to the due date of the assessment. Extensions will not be granted post the due date.

## **Deferred Examinations**

11. A deferred examination is a late examination conducted after the timetabled final examination due to a student's serious misadventure, accident or other extenuating circumstances, either prior to or during an examination. (See Examinations Policy)

## **Number and Weighting of Assessments**

12. Assessments that carry a weighting towards the final mark for the subject will be advised in the Subject Learning Guide and will be consistent with the documentation approved through the Courses and Subject Approvals process.
13. Determining the amount of assessment given should rely on a balance between effective measurement and effective learning; assessment tasks should be comprehensive enough to measure achievement, but not so excessive as to detract from learning.
14. Normally there will be more than one assessment task from which the final mark and grade for a subject is derived. A specific weighting for each item of assessment must be nominated (e.g.: 25%). The weighting will not be expressed as a range (e.g.: between 20 and 35%).
15. The maximum weighting for any one item of assessment will be 60% unless otherwise approved by the Education Committee through the Courses and Subjects Approval process.
16. Governance Institute reserves the right to require a student to achieve a nominated threshold mark in a particular assessment task or tasks in order to pass a subject (even if the total mark achieved is more than 50%). Where this is the case, it will be clearly stated in the documentation approved by the Education Committee through the Courses and Subjects Approvals process for the subject and on the information provided to the student in the Subject Learning Guide.

## Final Grades

17. Students will be advised in the Subject Learning Guide how all final marks and grades are to be determined.
18. Normally a student will receive a final mark and grade in relation to how well they have performed against the assessment criteria (Table 1 below).
19. Where a final mark is awarded it will be in the range 0 to 100%.

**Table 1 – Final Grade for Subjects**

Grade	Percentage/Descriptor
High Distinction	85-100 [H]
Distinction	75-84 [D]
Credit	65-74 [C]
Pass	50-64 [P]
Fail	0-49 [F]
Compulsory Fail	Student has failed a threshold assessment component(s) of the subject, but has achieved a total mark of 50 or more for the subject [CF]
Absent Fail	Student has not officially withdrawn from the subject, or has withdrawn from the subject after the census date (withdrawn without academic penalty does not apply), and has failed to complete one or more of the mandatory assessment requirements for the subject [AF]
Advanced Standing - Specified	Academic credit for specified subjects [AS]
Advanced Standing - Unspecified	Academic credit for unspecified (elective) subjects [AU]
Withdrawn (without academic penalty)	Student withdraws from the subject having provided evidence of serious illness or misadventure experienced after the relevant census date [WD]

## Review of Grade

20. Students will be provided with criteria for each assessment task prior to the task being undertaken. Upon receipt of their marked assessment task, it should be clear to the student,

based on their performance against the assessment criteria, why they achieved the mark/grade given, and how they could have achieved a better mark/grade.

21. If a student believes there are grounds for a review of grade they may apply at the end of the teaching session under the provisions of the Review of Grade Policy.

### **Matters Affecting Assessment - Special Consideration**

22. Governance Institute recognises that there will be circumstances beyond a student's control that may impact adversely on their performance. Under such circumstances, a student may make application for Special Consideration for the assessment task/s so affected. Definitions of misadventure and extenuating circumstances relevant to special consideration are provided in the Special Consideration Policy.

## **Roles and Responsibilities**

### **Responsibility for Assessment**

23. It is the responsibility of the General Manager, Education, with support from the Education Committee, to ensure that:
  - a. assessment methods and practices of all academic staff comply with this policy and other related Governance Institute policies;
  - b. correct and timely processes are followed;
  - c. quality processes are implemented to:
    1. ensure timely and constructive feedback on assessment tasks; and
    2. promote consistency in marking standards across subjects and courses;
  - d. assessment tasks are aligned with subject learning outcomes and provide students with a range of experiences in assessment, and are implemented on a whole of course basis; and
  - e. assessment tasks are staged so that students are not over-loaded and have sufficient time to absorb and make use of assessment feedback in subsequent assessment tasks in the subject. Ordinarily one assessment task will be administered within the first half of the teaching session.

## **Academic Staff**

24. Academic staff carry out their teaching responsibilities under the authority of the General Manager, Education, supported by the Education Department. Academic staff are responsible for:
- a. providing students with a subject learning guide in accordance with the Subject Learning Guides Policy;
  - b. ensuring assessment tasks are designed to measure students' achievement of relevant subject learning outcomes;
  - c. developing clear criteria against which the level of student performance in the assessment task can be measured; and
  - d. ensuring any Academic Integration Plans are taken account of in the assessment processes.
25. In developing assessment tasks, academic staff are to:
- a. ensure assessment methods are valid for the relevant field of education; and
  - b. assess the performance of students' work fairly, objectively and consistently against the criteria.
26. In providing feedback to students, academic staff are to:
- a. ensure that feedback is timely and:
    1. justifies the mark given against the stated assessment criteria; and
    2. identifies what could have been done to achieve a higher mark;
  - b. make every effort to be available to students seeking information regarding the determination of their results for a reasonable period after assessment tasks have been returned and after the final results are released;
  - c. ensure adequate records of marks and any relevant comments on individual student assessment tasks are kept;
  - d. maintain student privacy; and
  - e. in instances of suspected student cheating, collusion and/or plagiarism, ensure actions taken are consistent with the Student Academic Misconduct Policy.



## Students

27. Students have a responsibility to:
- a. familiarise themselves with the Assessment Policy;
  - b. ensure they read and understand the assessment requirements, including word count, and note the due dates and methods for submission of presentations and assignments provided in the Subject Learning Guide, seeking clarification from the Subject Coordinator if required;
  - c. actively engage with the learning activities and resources provided in their subjects by Governance Institute to help them prepare their assessment tasks;
  - d. follow the Subject Coordinator's guidelines and instructions for format and submission of presentations and assignments;
  - e. when enrolling in a subject after teaching has commenced, to obtain the relevant information on assessments in the subject from the Subject Coordinator; and
  - f. seek advice if they have a disability or chronic health condition, or acquire one during their course.
28. Students are required to:
- a. inform the Education Department if they have difficulty submitting their assignment electronically;
  - b. keep a hard copy of their assessment material;
  - c. notify the Subject Coordinator as soon as possible prior to, or at the beginning of, the teaching session if they wish to have special requirements accommodated;
  - d. undertake all assessment tasks ethically, including avoiding any action or behaviour which would unfairly advantage or disadvantage any student, in accordance with the Student Academic Misconduct Policy; suspected plagiarism (i.e., presenting another author(s)' work as one's own without proper acknowledgement through referencing) will be brought to the attention of the Education Committee. Penalties are in accordance with the Student Academic Misconduct Policy. Students should be aware that plagiarism detection software is used for all electronically submitted work.

## Related Documents

- Governance Institute of Australia Award Courses and Subjects Approval Policy
- Governance Institute of Australia Examinations Policy
- Governance Institute of Australia Graduate Attributes Policy

- Governance Institute of Australia Graduation Policy
- Governance Institute of Australia Review of Grade Policy
- Governance Institute of Australia Special Consideration Policy
- Governance Institute of Australia Student Academic Misconduct Policy

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