

A9 – ASSESSMENT POLICY AND PROCEDURE



1 PURPOSE

This policy and procedure set out the requirements for assessment at the Institute. It ensures that students and academic staff understand BBI-TAITE's principles and approaches to assessment of student learning. The Institute aims to assure high quality assessment design, management, and feedback in order to provide the best possible learning experience for students. In conjunction with *A10 Academic Integrity Policy and Procedure*, it encourages shared responsibility between students and staff for integrity in their research and writing.

Assessment will:

- a. be constructively aligned with unit learning outcomes and course aims and objectives.
- b. comply with the *Australian Qualifications Framework* (AQF) requirements, ensuring the attainment of the required level for the award of the qualification in which the student is enrolled.
- c. be delivered with flexibility and sensitivity to students with disabilities and those who have suffered misadventure;
- d. aid students in the identification of their strengths and weaknesses; and
- e. prepare students for life-long learning.

2 RESPONSIBILITY FOR ASSESSMENT

2.1 Academic Board

The Institute's *Academic Board* has responsibility for the oversight of assessment. The *Academic Board* delegates to the *Assessment Review Committee* responsibility for the awarding of grades, the approval of late grades, and the determination of grade appeals.

2.2 Assessment Review Committee

The Assessment Review Committee shall:

- a. advise the Academic Board regarding proposed changes to policy; and
- b. report to the Academic Board concerning each Trimester's grade approvals, review of marks, review of grades, moderation of units, and any issues that have arisen in delivery and assessment, together with their resolutions.

2.3 The Academic Dean

The Academic Dean has authority to:

- 2.3.1** approve late grades and changes to grades between meetings of the Institute's Assessment Committee – these approvals must be reported to the Assessment Committee at its next meeting for noting; and
- 2.3.2** adjust the procedure for the implementation of assessment policy, and types and purposes of assessment where considered appropriate, to accommodate faculty and students' needs and circumstances. Any adjustments in procedure must be reported to the Academic Board at its next meeting.

2.4 Student Obligations

Students are required to complete all assessment tasks at an appropriate level and to meet all assessment due dates in order to satisfy course requirements. Where students have been subject to misadventure or extenuating circumstances, they should refer to *A11 Assessment Task Extension Policy and Procedure* for appropriate processes for seeking special consideration.

3 SCOPE

This policy and procedure apply to all students and staff of the Institute and to all coursework units offered by or on behalf of BBI-TAITE.

4 DEFINITIONS

Assessment: assessment refers to the 'systematic collection and analysis of information to improve student learning' (Stassen et al., 2001, p5). It is the process whereby a student's achievement of the learning outcomes for a unit of study are measured, feedback is given, and a grade is assigned to a task. This reflects a student's performance following critical evaluation of that task by the lecturer or tutor. Assessment can be formative or summative. Feedback and discussion are the decisive elements that differentiate between formative and summative assessment.

Assessment tasks: in coursework units, assessment tasks may include assignments, essays, quizzes, examinations, practice-based assessment and major papers/dissertations. Assessment involves one or more tasks that the student is required to complete successfully to satisfy the requirements of a unit of study.

Course: refers to all courses and awards offered by BBI-TAITE.

Criterion-referenced assessment: criterion-referenced assessment is the means of interpretation of a student's performance according to defined criteria, standards, academic skills, knowledge and competencies.

Formative assessment: formative assessment refers to the purpose of the assessment, not the method of assessment. It includes 'the evaluation of student learning over time' (Fisher). Formative assessment involves quality feedback to the student which enables them to understand their strengths and weaknesses, and how they may improve their overall level of performance in the unit of study.

Summative assessment: 'summative assessment is comprehensive in nature and is fundamentally concerned with learning outcomes (Fisher).' It involves criterion-referenced assessment as the means of interpretation of a student's performance.

5 POLICY

5.1 Grading Scale

The following grading scale is to be read in conjunction with the criteria developed and specified for each assessment task.

Marks	Grade Scale	Grade Descriptors ¹
85 - 100	High Distinction (HD)	<i>Originality in synthesis at a high level of consistency through argument; mastery of material; extensive range of sources showing evidence of wide, systematic and creative</i>

¹ Chris Morgan et al. *The Student Assessment Handbook: New Directions in Traditional and Online Assessment*. London: RoutledgeFalmer, 2004. Used with permission.

Marks	Grade Scale	Grade Descriptors²
		<i>information retrieval; thought provoking; effective and interesting use of English prose.</i>
75 - 84	Distinction (D)	<i>Understands and compares theories, concepts and ideas systematically; evidence of use of a wide range of resources; makes critical comment on the literature; stylish composition; sustained argument, linking empirical detail with theoretical perspectives.</i>
65 - 74	Credit (C)	<i>Concepts, theories used to explain descriptive material; some useful insights; use of a reasonable array of sources; coherent argument that is focused but could be improved.</i>
50 - 64	Pass (P)	<i>Able to be read easily; descriptive rather than theoretical and analytical; dependent on a limited range of resources; grasps concepts and major issues; coherent style and composition.</i>
0 - 49	Fail (FF)	<i>Does not meet the minimum requirements for a pass. For example, one or more of the following: irrelevant material; incomplete; unread-able; little or no understanding of issues or concepts; reliance on few resources; misunderstanding of the topic, superficial; major errors of focus.</i>
	Withdrawn (WW)	Withdrawn without penalty
	Recognition of Prior Learning (RPL)	Credit granted for learning outside of formal education
	Exempt (E)	The student is exempt from studying that unit

*Skills are those identified for the purposes of assessment task(s).

5.2 Grade Point Average (GPA)

The calculation of a student's GPA is covered in *G2 Graduation Policy and Procedure*.

5.3 Principles of Assessment

When designing assessment, the Higher Education Standards Framework specifies that 'the content and learning activities of each unit of study engage with advanced knowledge and inquiry consistent with the learning outcomes of the unit' (HESF 3.1.2), including:

- the unit reflects 'current knowledge and scholarship in the relevant academic discipline' (HESF 3.1.2 (a));
- the unit addresses the 'underlying theoretical and conceptual frameworks of the academic discipline...' represented in the unit of study (HESF 3.1.2 (b));
- the unit addresses 'emerging concepts that are informed by recent scholarship, current research findings and, where applicable, advances in practice' (HESF 3.1.2 (c)).

5.4 Assessment Policy

The following principles apply when designing assessment for units offered at the

² Chris Morgan et al. *The Student Assessment Handbook: New Directions in Traditional and Online Assessment*. London: RoutledgeFalmer, 2004. Used with permission.

Institute:

- a. assessment supports student learning, impacts what and how they learn, and influences their formation and development;
- b. assessment tasks reflect the learning outcomes of the unit and the graduate attributes of the course;
- c. apart from capstone or research units, assessment involves more than one type of task in the unit of study, and these tasks are scaffolded to develop a range of students' academic skills;
- d. assessment tasks measure students' achievements against pre-determined criteria (criterion-referenced assessment);
- e. assessment processes, procedures and tasks should be fair, reasonable, valid and reliable;
- f. each unit's assessment tasks should reflect the proportion of marks allocated to the task;
- g. informative and constructive feedback on the assessment task should be given to students;
- h. grading processes should be transparent and reflect the student's achievement of the marking criteria for the unit of study;
- i. minimum assessment requirements necessary to pass a unit must be specified in the unit outline; and
- j. students must submit all assessment tasks and receive an overall mark of 50% or more to pass a unit of study.

5.5 Academic Integrity

Students and staff should be aware of the policies and procedures related to academic integrity covered in *A10 Academic Integrity Policy and Procedure*.

5.6 Academic Workloads

Assessment should demonstrate reasonable workloads for both academic staff and students (refer *A7 Academic Workloads Policy and Procedure*) and reflect the nature of the discipline and the credit point value of the unit of study.

At AQF Levels 8 and 9, the following workload principles should be applied:

- a. **Word length:** A 10-credit point unit with 100% written assessment has a word length of 5,000 to 6,000 words (excluding referencing, bibliography, and title pages). This represents the sum of the word length of all assessment tasks in the unit of study.
- b. **Oral presentations:**
 - i. The length of oral presentations should be calculated against the word lengths above.
 - ii. 10% of the total assessment for a unit equals 10 minutes of oral presentation (approximately 1,000 words).
 - iii. Oral presentations should not exceed more than 20% of the total assessment for the unit.
 - iv. The percentage weighting of the presentation should be subtracted from the unit's word count. For example, if a presentation is worth 20% of the marks for a unit, and the word count for the unit is 6,000 words, the oral presentation would reduce the word count for the remaining assessment tasks to 4,800 words; that is, 6,000 words less 20% (1,200 words) = 4,800 words.

- c. **Quizzes or tests:** Quizzes or tests may not exceed 20% of the total assessment for a unit and should contain no more than 20 questions per 10% of unit assessment. The same principle outlined in 5.6.b.iv above applies to the calculation of the percentage weighting of quizzes or tests to the total word count.
- d. **Teamwork:** Teamwork should not exceed more than 30% of the assessment in a unit.

5.7 Communication of Assessment Requirements:

Outlines for a unit of study are the primary form of communication to students of assessment tasks and their criteria. Unit outlines are available to students each Trimester through their unit site on Blackboard and will be published on the unit site at least seven (7) days prior to the commencement of the Trimester.

5.8 Submission of Assessment Tasks:

- a. All assessment tasks are submitted electronically via Blackboard.
- b. Instructions for how, where and when to submit assessment tasks are given in the unit outlines.
- c. Students must complete the academic integrity section of the cover sheet of their assessment task stating that their submitted assignment is their own work.
- d. Assignments should be marked and returned to students electronically within two weeks of the due date of the assessment task.
- e. All assignments that are awarded a High Distinction (HD) or a Fail (FF) will be referred to the Academic Dean who will arrange for double marking of the assessment task.
- f. Assessment tasks are retained by BBI-TAITE for six months from the end of the Trimester of study and destroyed following expiration of the retention.
- g. For assignments submitted after the due date please refer to *A11 Assessment Extension Policy and Procedure*. Students who submit assessment tasks up to five days following the due date without an approved extension will, at the discretion of the lecturer or tutor, be penalised 10% of the maximum total mark for the assessment task. After the fifth day, at the discretion of the lecturer or tutor, their late submission may receive a zero (Fail) mark.

5.7 Review of a mark for an assessment task

5.7.1 Student rights:

- a. If a student disagrees with the mark awarded for an assessment task they should, in the first instance, discuss their concerns with their lecturer.
- b. If the student is not satisfied with the outcome in a) they may request a re-mark of the assessment task. This request should be made in writing to the Academic Dean no later than 21 days following the return of the marked assignment. The request should make a case for the review of the assessment task and include a copy of the 'returned' assignment to be reviewed.

5.7.2 Grounds for the review of mark for an assessment task are one or more of the following:

- i. due regard was not made for evidence of illness or misadventure; or
- ii. a unit outline was not provided, or provided after the commencement of the Trimester; or
- iii. the Institute changed the assessment task following the publication of the

- unit outline; or
- iv. the marking criteria and/or the assessment task requirements were unreasonably or prejudicially applied to the student; or
- v. there was a clerical error in the computation, recording, or publication of the mark for the assessment task.

5.7.2 No grounds for a review of mark: The Academic Dean may determine that the student's grade review request has no basis, that is, one of the criteria in 5.7.1.b. has not been met.

5.7.3 Re-marking of an assessment task: If any of the criteria in 5.7.1.b. have been met the Academic Dean will facilitate the re-marking of the assignment. This will be undertaken by another faculty member at the Institute nominated by the Academic Dean, not the unit lecturer/tutor or original marker. The marker recommends to the Academic Dean that:

- a. no change be made to the mark of the assessment task, that is, the original grade stands; or
- b. a revised mark be awarded for the assessment task, the revised mark cannot be lower than the original mark awarded.

5.8 Review of a grade

5.8.1 Grounds for a review of grade:

The grounds for a review of grade are one or more of:

- i. a student claims disadvantage as due regard was not made for evidence of illness or misadventure experienced during the Trimester; or
- ii. a student claims disadvantage as a unit outline was not provided, or it was provided after the commencement of the Trimester; or
- iii. a student claims disadvantage as the Institute changed one or more of the assessment tasks following the publication of the unit outline; or
- iv. a student claims disadvantage as the assessment task requirements were unreasonably or prejudicially applied to the student; or
- v. a student maintains that a clerical error in the computation, recording, or publication of the grade occurred for the unit of study; or
- vi. a student is seeking a review of a mark (see 5.7 above) where the assessment task was returned to the student following the release of final grades for the unit.

5.8.2 Review of grade procedure:

- a. If a student disagrees with the grade awarded for the unit of study in which they are enrolled they should, in the first instance, discuss their concerns with their lecturer. Normally, these inquiries will be limited to administrative errors of omission, calculation or transcription.
- b. If a student is not satisfied with the outcome in a) they may make application for a formal review of grade. This request should be made in writing on the appropriate form, accompanied by the scheduled fee, to the Academic Dean no later than 21 days following the release of grades for the Trimester. Late applications will only be accepted in exceptional circumstances.
- c. Students are required to make a case to support their application based on one or more of d) below and provide appropriate evidence to support their case for the review.

- d. A separate application, accompanied by the scheduled fee, must be made for each unit of study that the student wishes to lodge a review of grade for.

5.8.3 No basis for a review of grade:

The Academic Dean may determine that the student's grade review request has no basis, that is, one of the criteria in 5.8.1 have not been met. The Academic Dean will make a recommendation to the *Assessment Review Committee*, with appropriate reasons, that the review of grade be denied.

5.8.4 Outcomes of the review of grade:

If any of the criteria in 5.8.1 are met the Academic Dean will facilitate the review of the student's grade. The outcomes of the review will be recommended by the *Assessment Committee* to the *Academic Board Standing Committee*.

The *Academic Board Standing Committee* will decide that:

- a. the review of grade be denied, that is, no change be made to the substantive grade. In this case the fee paid for the review of grade will not be refunded; or
- b. a revised grade be awarded – the revised grade cannot be lower than the original grade. In this case the fee paid for the review of grade will be refunded to the applicant.

6 RELAXING PROVISION

To provide for exceptional circumstances, the Academic Dean may relax any provision of this procedure and report these decisions to the next meeting of the Academic Board.

7 RELEVANT LEGISLATION

N/A

8 KEY RELATED DOCUMENTS

- A10 – Academic Integrity Policy and Procedure
- A3 – Academic Board Terms of Reference
- A3.1 – Academic Board Standing Committee Terms of Reference
- G2 – Graduation Policy
- R2 – Records Management Policy

9 NOTES

Contact Officer	Academic Dean
Implementation Officer/s	Academic Dean
Approval Authority(s)	Academic Board / Audit and Risk Committee / BBI Board
Date Approved	16/10/15
Date of Commencement	1/7/16
Date for Review	24 MONTHS AFTER COMMENCEMENT
Amendment History	<p>06/03/17 – Amended to include GPA calculation guidelines at 5.22.</p> <p>12/09/17 – Amended to remove section 16 (assessment Extensions), replaced by a new policy.</p> <p>03/12/2018 – Amended to state that assessments should be marked within two weeks of the submission date (Part 5, 17)</p> <p>17/04/2020 Revised to include HESF standards references, text simplified, clear procedures introduced, and other minor amendments to reduce duplication, to clarify wording, and to bring wording to plain and simple English.</p>
Key Stakeholders	<p>Faculty & Sessional Academics / Students</p> <p>Assessment Committee</p> <p>Academic Board Standing Committee</p> <p>Academic Dean</p>