

## ASSESSMENT POLICY

<b>Approving Authority</b>	Academic Board	<b>Approval Date of Last Revision</b>	
<b>Approval Date</b>	5 Dec 2017	<b>Effective Date of Last Revision</b>	
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<b>Policy Category</b>	Academic		
<b>Governing Authority</b>	Teaching and Learning Committee		
<b>Responsible Officer</b>	Head of School		
<b>Related Documents</b>	Assessment Procedure Schedule of Final Grades, Notations, Symbols and Classifications Course and Subject Development, Approval, Review and Withdrawal Policy (and related Procedure) Diversity and Equity Policy (and related Procedure) Academic Integrity Policy (and related Procedure) Student Grievances, Complaints and Appeals Policy (and related Procedure) Teaching and Learning Framework Higher Education Standards Framework (Threshold Standards) 2015 (TEQSA Act 2011)		

\* Unless otherwise indicated, this Policy will still apply beyond the review date.

### Document Control

Version #	Date	Key changes
1.0	5/12/2017	Approved by Academic Board
1.0a	17/02/2020	Edited to correctly assign Governing Authority and Responsible Officer

## 1. PURPOSE

1.1 The purpose of the Assessment Policy is to place assessment as integral to teaching and the students' learning experience at Adelaide Institute of Higher Education (AIHE). It sets out the principles that underpin the Institute's approach to assessment and guide implementation of the policy as set out in the Assessment Procedures.

1.2 The Policy recognises that assessment has a number of legitimate purposes and acknowledges the diverse forms of assessment available to foster learning, measure the achievement of learning outcomes and formally certify student learning.

## 2. SCOPE

2.1 The Assessment Policy applies to all students enrolled in, and all staff involved in the delivery of undergraduate courses.

## 3. POLICY STATEMENT

3.1 Assessment plays a key role in:

- fostering learning (assessment for learning);
- certification of student learning (assessment of learning); and
- developing students' abilities to evaluate their work and monitor their progress to inform their future learning goals (assessment as learning).

3.2 The approach to assessment at AIHE is underpinned by the following eight fundamental principles for assessment as informed by the TEQSA [Threshold Standards](#). These principles establish the basis for a deliberate process of assessment design, implementation, evaluation and improvement.

## 4. PRINCIPLES OF ASSESSMENT

### 4.1 Assessment will guide and encourage effective approaches to learning.

4.1.1 Assessment is integral to teaching and learning, encouraging students to be creative and to develop critical skills.

4.1.2 Assessment is most effective when:

- it is intentionally designed as an integral component of the learning experience;
- it is used to engage students in effective learning;
- students and teachers become responsible partners in learning and assessment; and
- staff focus on assessment for learning.

### 4.2 Assessment will provide quality and timely feedback to enhance learning.

4.2.1 Timely, constructive feedback will be provided to students to support their progress toward achievement of the subject and course learning outcomes.

4.2.2 Assessment will inform the student on their progress towards achievement of the subject and course learning outcomes. Due dates for assessment tasks will be spread across the study period and the weightings increased over the study period to guide student learning.

4.2.3 Assessment will provide teaching staff with feedback about the effectiveness of assessment design, and teaching and learning methods.

### **4.3 Assessment practices will be valid, reliable and consistent.**

4.3.1 Assessment will be based on appropriate academic standards and designed to provide an inclusive and reliable representation of student academic achievement.

4.3.2 Assessment will be moderated to ensure that professional judgement is informed by peer discussion and consensus. Moderation is integral to assessment design, grading and improvement.

4.3.3 Methods of assessment will be consistent with the learning outcomes being assessed and will be able to confirm that all specified learning outcomes are achieved. On completion of their course students will have demonstrated the learning outcomes specified for the course, whether assessed at subject level, course level, or in combination.

4.3.4 Grades awarded will reflect the level of student attainment and will be applied consistently in accordance with the approved AIHE Schedule of Grades.

### **4.4 Assessment is integral to course and subject design.**

4.4.1 Assessment is most effective when assessment for learning is central to subject and course design. Assessment methods will be selected that are appropriate to the subject and course learning outcomes and, where relevant, to professional standards. The validity and reliability of each assessment method will be considered.

4.4.2 The design of assessment in a subject will reflect the course aims, course learning outcomes, inherent course requirements and, where relevant, recognised external standards and competencies. Assessment design will include opportunities to demonstrate the development of the AIHE's Graduate Attributes.

4.4.3 In designing assessment methods for a subject, a range of assessment tasks will be selected consistent with the use of multiple measures and sources of evidence of student learning. Assessment tasks will include authentic tasks that might be expected of the student early in their career.

4.4.4 Skills required to complete each assessment task will be taught and practiced prior to the assessment date. The full range of skills included in the course learning outcomes are taught, practiced and assessed multiple times over the duration of the course.

4.4.5 Selection of appropriate technologies to be used for assessment tasks will be based on principles of task-appropriateness, accessibility and usability. Only technologies that are institutionally supported will be used in assessment.

### **4.5 Information about assessment is easily accessible.**

4.5.1 Students will be provided with clear assessment expectations including the purpose, requirements, standards and criteria of assessment.

### **4.6 Assessment is fair, equitable and inclusive.**

4.6.1 Assessment procedures and tasks will be designed to ensure that students enrolled in a subject are treated consistently and equitably. Reasonable adjustments will be made where appropriate and, where possible, students will be provided with any necessary support to ensure inclusive and equitable assessment.

4.6.2 Assessment methods will be designed and implemented in a way that affords reasonable flexibility for students consistent with fairness to all students and the requirements for workable assessment processes and maintaining rigorous academic standards.

4.6.3 Assessment will be equivalent and comparable within each subject, whether this be across a teaching team, or across different locations and learning platforms.

4.6.4 Students will be given opportunities to discuss assessment results, grades and outcomes with academic staff. Where a student has a reasonable belief that an assessment result, grade or outcome is wrong or unfair, they may initiate an appeals process in accordance with the Assessment Procedure.

4.6.5 In certain situations students will be offered supplementary assessment. Supplementary assessment for eligible students must be undertaken in accordance with the Assessment Procedures.

#### **4.7 The amount of assessment is manageable for students and staff.**

4.7.1 Expectations about the time students spend on assessment tasks and the marking requirements for staff will be realistic and will enable effective student learning.

4.7.2 The total workload required of students in assessment tasks will be commensurate with the unit weighting of the subject. The number, requirements and timing of assessment tasks will be optimised to promote learning and clearly linked to enabling student progress towards, and achievement of, learning outcomes.

4.7.3 Students will normally be expected to submit assessment tasks by the specified due date and time. Due dates and times are important for both students and staff as they help to smooth student and staff workloads, provide indicators of progress and assist in giving timely feedback to students.

This expectation enables students to learn the critical skills of timeliness and effective decision-making, by assisting them to organise their activities, prioritise tasks and manage their time productively as expected in relation to the AIHE Graduate Attributes.

#### **4.8 Assessment practices are monitored for quality assurance and improvement.**

4.8.1 There will be quality assurance of assessment at course and subject levels via external benchmarking and internal review, and ongoing revision and improvement of assessment practices.

4.8.2 Grades awarded in a subject will periodically be compared against agreed disciplinary learning outcomes and performance standards, across subjects in related disciplines within the higher education sector. This will be used to improve the alignment of academic standards over time and to promote discussion on good practice in teaching and learning across institutions.

### **5. Responsibilities**

5.1 The Academic Board is responsible for:

- reviewing and approving the assessment methods and examination results for subjects and courses. The Board may delegate this responsibility to an Examinations Board.

5.2 The Teaching and Learning Committee is responsible for:

- reviewing and approving the final grade in the subject for each student.

5.3 The Head of School is responsible for:

- overall quality assurance of assessment practices in the School;
- managing the review of grades for and re-marking of assessment tasks and appeals against final subject grades at the School level;
- ensuring all Subject Coordinators and assessors are familiar with the AIHE assessment policy and procedures;
- overseeing the performance management of academic staff in relation to good practice and compliance with the assessment policy and procedures; and
- allocating appropriate administrative support to ensure timely compliance with this Policy.

5.3 The Course Coordinator is responsible for:

- facilitating coherence and scaffolding in assessment design and implementation across subjects within the course;
- providing opportunities for members of the course's teaching team to contribute in a meaningful way to assessment design;
- maintaining an up-to-date and detailed knowledge of assessment across the course;
- maintaining oversight of the assessment workload for students and teaching staff across the course; and
- identifying subjects for inclusion in external benchmarking.

5.4 The Subject Coordinator is responsible for:

- implementing assessment in the subject in accordance with the AIHE's assessment principles and procedures;
- designing assessment in the subject in collaboration with the Course Coordinator and other relevant Subject Coordinators in the course;
- ensuring assessment tasks adopt forms that are appropriate to the intended learning outcomes of the subject;
- recommending assessment methods for submission to the Academic Board;
- ensuring that assessment design and grading is appropriately moderated and, where applicable, externally benchmarked;
- ensuring that assessment in the subject aligns with the objectives of any course within which it is a core subject;
- communicating the assessment tasks, criteria and standards to students;
- ensuring that students are afforded the opportunity to electronically submit any assessment task that has been prepared in an electronic format;
- coordinating assessment in the subject if more than one staff member is involved in assessment, which includes providing clear marking criteria to facilitate different markers awarding marks for the same reasons or the same marker awarding marks consistently between students;
- implementing and managing the Academic Integrity Policy within the subject;
- making decisions on requests for extensions (unless delegated to an assessor);
- the grades allocated to students' assessment tasks in that subject;
- nominating, in compliance with AIHE-approved norms, a period of time within which work is normally to be returned with usable feedback to students;
- ensuring that all assessment tasks submitted electronically are electronically returned to the student;
- recommending the final grade in the subject for each student to the Teaching and Learning Committee; and
- maintaining records of students' academic performance.

5.5 Academic staff with assessment duties in a subject are responsible for:

- familiarising themselves thoroughly with assessment information including policy, procedures and assessment criteria, following instructions for the assessment of tasks and seeking clarification from the Subject Coordinator if unsure about requirements;
- participating in a process of moderation of assessment design and results in the subject;
- ensuring students receive consistent and timely information regarding assessment; and
- providing timely, usable feedback to students on their academic performance in the subject.

5.6 Students are responsible for:

- familiarising themselves thoroughly with assessment information including policy, procedures and assessment criteria, following instructions for assessment tasks and seeking clarification if unsure about requirements;
- timely submission of assessment tasks;
- submitting all assessment tasks generated in electronic format electronically;
- abiding by the Academic Integrity Policy;
- noting and seriously reflecting upon all feedback provided, whether individual or general in character or delivery and whether from the assessor or any other authorised person; and
- seeking additional feedback in an appropriate manner.

## 6. DEFINITIONS

6.1 See the AIHE Glossary of Terms for definitions.