

Assessment Policy and Procedure

Purpose	2
Scope	2
Policy.....	2
Purpose of Assessment	2
Principles.....	2
Composition of assessment	3
Evaluation and Grading.....	3
Procedure.....	4
Information to Students	4
Submission of Assessment	4
Late Submission of Written Assessment.....	5
In-class Assessments.....	5
Grounds for extension of submissions for written and in-class assessments	5
Supplementary/Deferred Assessment.....	5
Special Consideration	5
Assessment grading and feedback	6
Quality Assurance of Assessment.....	8
Publication of Results.....	8
Review of Assessment Decision	8
Responsibilities	8
Definitions	9
Version History.....	9
Additional Information.....	9
Appendix One – Grade Schedule.....	11
Appendix Two – Assessment Process Flowchart.....	12
Appendix Three – Positional Chart and Role Description.....	13

Purpose

This Policy and Procedures sets out the guiding principles and procedures for assessment design and practices for new higher education courses at Australia Institute of Future Education (AIFE).

This policy is designed to ensure that the assessment design and the conduct of assessment practices are robust and satisfy legislative requirements as mandated by the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF)* and the *Australian Qualifications Framework (AQF)*

Scope

This Policy applies to:

- All enrolled students,
- Academic staff involved in the design, delivery and administration of courses offered by AIFE (a Positional Chart and Role Description is at Appendix 3), and
- All formal assessment activities.

Policy

Purpose of Assessment

Assessment for learning defines for students what is important for them to learn and master.

Assessment as learning provides the means for students to engage with, confront and address the learning challenges and to foster the attainment of the expected learning outcomes.

Assessment of learning provides the evidence of student achievement for institutions to accredit their attainment.

Principles

The assessment design and associated practices developed at AIFE will be:

- **Aligned** | There is constructive alignment between (1) the course and unit learning outcomes, (2) the assessment processes and tasks and (3) the Graduate Attributes and AQF Standards of Learning, to advance knowledge and enquiry capabilities to a level that is consistent with the appropriate AQF level,
- **Authentic** | Subject matter is directly relevant and applicable to the assessment tasks which are authentic and based on real world issues and are commonly understood by and inclusive of the diversity of students,
- **Formative** | Students are enabled to become self-regulating learners through regular peer-to-peer and student-to-teacher dialogue and information-rich feedback to support future ethical and responsible professional judgement and further learning, and
- **Promoting integrity** | Assessment activities promote and support academic integrity as stated in the *Academic Integrity Policy and Procedure*.

Completed assessments will be moderated to ensure both the appropriateness of assessment tasks and the consistency in marking in accordance with the *Assessment Moderation Policy and Procedure*.

An assessment item will be scheduled early in each unit to assist in the identification of any student skills and knowledge deficits as outlined in the *Academic Progression Policy and Procedure*.

Students will be provided with timely feedback on all assessment tasks to aid in their academic progress.

Academic staff will be supported in maintaining their understanding of current assessment practices in the higher education sector and the relevant discipline.

Composition of assessment

AIFE will ensure an appropriate mix of:

- Early assessment – for every unit in a course, which should be undertaken in the first 20% of every unit,
- Formative assessment: specifically intended to assist students identify weaknesses in their understanding, so that they may improve their understanding and enhance their learning, and
- Summative assessment: primarily to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades.

Each unit will include a minimum of two summative assessment items.

Where a formal examination is included as a final assessment in a unit the examination should not be more than three (3) hours long and constitute no more than 50 - 60 per cent of the overall grade for the unit.

Group assessment can constitute no more than 40 per cent of the assessment in any unit, except for project-based units.

Evaluation and Grading

Evaluation and grading of student learning should be made in conditions that are fair, equitable and feasible, and will be:

- **Legitimate** | Assessment activities and the overall marks and grades are decided in reference to publicly available, pre-determined criteria, competencies and standards linked to the specified course and unit learning outcomes,
- **Transparent** | Performance descriptors distinguish the assigned levels of marking and grading for the task and, where applicable, rubrics are used to explicitly link assessment criteria and performance descriptors, and
- **Criteria and Standards-based** | Students' marks and grades are determined in relation the criteria and the expected standards of performance.

Procedure

Information to Students

Before commencement of a unit of study, students should be informed about academic practices and cultures that are relevant to their assessment activities. This information should include:

- The existence of related documents such as the following:
 - Academic Integrity Policy and Procedure,
 - Assessment Review Policy and Procedure,
 - Student Code of Conduct,
 - Student Misconduct Policy and Procedure, and
 - Student Diversity and Equity Policy.
- The requirements, standards and criteria of assessment for each unit of study (expressed as an assessment rubric), the types and weightings of assessment activities and the assessment should be stated.
- The preferred referencing system should be identified as well as the process for applying for extension and penalties for late submissions.

Where units include a group assessment, the Unit Outline must state the object of the assessment, i.e. whether and how much it will focus on outputs produced by the group (e.g. report) or on the process of the group work (e.g. collaboration) as well as;

- The performance criteria used for the assessment,
- The assessors of the task (if in addition to staff, peer student groups are involved), and
- The distribution of the mark between group and individual performance (e.g. Unique group mark, individual mark, group average, etc.).

Academic staff will discuss the assessment regime of a unit in the first week of classes and answer any student questions pertaining to assessment.

Submission of Assessment

Students must attempt all assessments on time as scheduled in the Unit Outlines.

The assessment cut-off date and time will be stipulated in each assessment item. Any submission after this stated submission deadline will be considered as a next-day submission.

All written assessments should be submitted online through AIFE's Learning Management System (LMS) - Cloudcampus, by the due date and time, and include an originality report generated by the plagiarism detection software available on AIFE's LMS.

In the case of unexpected difficulty in submitting assignments, the student must email the assignment as an attachment to the relevant AIFE staff member to demonstrate on-time submission.

Late Submission of Written Assessment

To ensure that assessment of student learning is fair, transparent, and equitable, the following penalties for late submission will be consistently applied:

- Any assessment submitted after the due date and assessment deadline without proper approval, will be considered as a late submission. Five (5) percent of the total value of the assessment will be deducted from the marked value for every day the assessment is late (including non-working days), and
- An assessment that is more than seven (7) calendar days' overdue will not be marked and will receive a zero mark.

In-class Assessments

Where a student is absent from a class without valid grounds where an in-class assessment (quiz, test, presentation) is conducted, the student will receive a zero mark and/or may be awarded an Incomplete (IN) grade for the unit.

Grounds for extension of submissions for written and in-class assessments

Students can request an extension of a submission date for written and in-class assessment where they have valid grounds. Such requests must be sent to the Associate Dean:

- On or before the submission date, and
- Include relevant supporting documents.

Grounds which may be considered valid for extension requests are:

- *Validated Illness:* A medical certificate must be obtained from a registered medical doctor and must explain the nature of the condition suffered by the student and the period during which the condition affected the student's performance, or
- *Circumstances beyond the control:* In the case of an unexpected circumstance that was beyond the student's control and impacted the ability of the student to submit an assessment, the student should notify AIFE immediately. A testimonial submitted as soon as possible should be submitted to AIFE and the student may be requested to attend an interview or provide further substantiation.

Students will be notified within 5 working days of the result of their application for extension.

Supplementary/Deferred Assessment

Where circumstances may prevent a student from sitting an examination, the student may apply for an alternative examination known as a Supplementary or Deferred Assessment. Requests for Supplementary or Deferred Assessment will only be granted in specific circumstances where the circumstances are considered beyond control of the student.

AIFE must receive applications for Supplementary or Deferred Examination at least 48 hours before the scheduled examination date.

The students will be advised of the outcome of their application within ten (10) working days and a new submission/examination date will be agreed with the approval of the Associate Dean.

Special Consideration

Eligibility

Students who experience circumstances beyond their control that inhibit their capacity to complete assessment tasks to the best of their potential may apply for Special Consideration.

Applications for special consideration can only be considered for events that:

- Are outside the control of the student,
- Can be substantiated with appropriate evidence, or
- Have had a significant impact on the student's ability to complete an assessment task.

Applications for Special Consideration

Students can apply for special consideration by submitting a request to the Associate Dean within three (3) working days of the scheduled date of the assessment task.

Applications must be accompanied by official and verifiable evidence, such as a medical certificates, or relevant authorised statements, that addresses the eligibility criteria for special consideration and explains the impact of the adverse circumstances on the student.

Assessment of Applications

The Associate Dean will make a preliminary assessment of the student's application for special consideration. Students who are ineligible or are unable to provide sufficient evidence to support their application will be advised that their application has been unsuccessful, the reasons for it and other options that may be available where appropriate.

Applications that meet the criteria for special consideration will be referred to the relevant AIFE staff for determination.

Outcomes of Special Consideration Applications

The relevant AIFE staff will consider the following in determining an outcome for a special consideration application:

- The level of the impact of the particular circumstances on the student's ability to complete or perform the assessment task, and
- The timing of the circumstances and the timing of the assessment task.

Potential outcomes include:

- Extension of a due date,
- Removal of a late penalty,
- An alternative assessment task, or special examination, or
- A resubmission of the original task.

Except for the removal of a late submission penalty, where appropriate, adjustments to marks will not be made as a result of an application for special consideration.

Students will be advised of the outcome of their application by email and any appropriate changes will be made to students' records.

Assessment grading and feedback

Grading

The processes of evaluating and grading student learning should foster:

- **Students as Self-regulating Learners** | Opportunities are built into the study program for discussion about assessment activities and expected standards with students and provide students with the opportunity to discuss assessment results, grades and outcomes with academic staff,

- **Student Success** | Opportunities for students who fail are provided where practical, to review information-rich feedback and resubmit the assessment activity, in accordance with the Grading and Progress Procedures,
- **Authentic Learning Performance** | Assessment marks are based on explicit assessment criteria and standards of performance that are specified in the course outline:
 - Mere attendance in class is insufficient grounds for awarding marks or grades. Where student participation in, and contribution to, class activities constitutes a weighted component of the assessment, any judgement should be based on specific criteria
 - Assessment should not be used to reward or penalise students for behaviours that are not related to the learning outcomes. However, in accordance with the *Academic Integrity Policy and Procedure* and *Student Misconduct Policy and Procedure*, proven misconduct may result in reduction of marks or failure in the course
- **Students' Right to Confidentiality** | Only the student identification number is disclosed in any public reporting of results. The student identity can only be disclosed with a student's consent, and
- **Group Work and Team Building** | Where an assessment tasks require group work and an overall group mark, there is an accompanying task in which each student demonstrates their personal contribution to the joint task and provide evidence of their learning.

Marking must be conducted in a way that is consistent with the specified assessment criteria and standards for the task. A marking rubric/guide will be provided in all Unit Outlines to ensure that students have a clear understanding of the criteria used to judge their submissions and the standards of achievement per assessment task that demonstrate levels of achievement of the unit learning outcomes.

To ensure consistency of assessment results, a post-moderation process will be carried out by relevant academic staff appointed by AIFE in accordance with the *Assessment Moderation Policy and Procedure*.

Communicating Assessment Feedback

Students must receive feedback on their work in a timely manner to assist them in achieving the specified learning outcomes and improving the quality of their work in any subsequent assessment. For early assessments, students will normally receive feedback within five (5) working days. For other assessment, the maximum turn-around period is within two (2) weeks.

Feedback provided to students will identify and address individual strengths/needs in terms of satisfying the assessment rubric criteria that measure student achievement of unit learning outcomes.

Final Grades

Grades indicate the level of student performance in a unit against specified criteria and standards. A final grade is awarded by AIFE and serves as a statement for students and the community that indicates student achievement of the learning objectives in the unit.

Grades are expressed as a percentage as well as a letter grade as outlined in Appendix One to this Policy.

Quality Assurance of Assessment

AIFE aspire to high quality assessment regimes to ensure that assessment practices are:

- **Expert Practice** | All staff will be provided with the opportunities and resources to ensure that their assessment practices are evidence-based, innovative, efficient and effective,
- **Timely** | Staff provide their assessment designs and processes for each unit of study before the teaching period begins to allow time for pre-assessment moderation processes to occur,
- **Clear, Coherent and Innovative** | Participate in a systematic induction to assure a shared understanding of the purposes and practices of contemporary and evolving assessment approaches,
- **Consistent** | Participate in opportunities for teaching teams to develop consistent understanding of assessment practices,
- **Moderated** | Periodically conduct pre- and post-moderation of assessment, according to the *Assessment Moderation Policy and Procedure*, by appropriately qualified individuals or groups to ensure that awarded marks and grades align with the expected standards of performance,
- **Benchmarked** | Assessment practices and performances will have established targets and will be benchmarked against comparable programs of study, as required by the *Benchmarking Policy and Procedure*, and
- **Fair** | Ensure equivalent or comparable of assessment processes and practices across teaching teams in each unit of study.

As part of AIFE's quality assurance, professional development opportunities that are related to design, implementation and pre- and post-moderation of assessment will be provided to academic staff.

Publication of Results

No exam marks will be released until after the post-moderation process is complete and the grades have been confirmed by the Learning and Teaching Committee (LTC). Final grades will be made available to students through the LMS.

Deferred/supplementary assessment exam grades must be finalised by the deferred/supplementary exam release date each teaching period.

The assessment process, from submission of assessment task by the student to publication of results, is depicted in a flow chart at Appendix Two.

Review of Assessment Decision

A student may request a review of an assessment decision in accordance with AIFE's *Assessment Review Policy and Procedure*.

Responsibilities

Students are expected to:

- Become familiar with the Unit Outlines for all their enrolled units, paying attention to the assessment details provided,
- If unsure about any assessment element, ask for clarification from the Lecturer/Tutor at an appropriate time as early in the teaching period as possible,

- Complete their work to the best of their ability and apply sound academic integrity practices in their study and in completing assessments,
- Keep a copy of all submitted assessments and assessments returned with feedback for their personal records, and
- Check returned assessments and final grades as soon as possible in order that they will meet the necessary timeframes should they wish to seek a review of their results or grades (see *Assessment Review Policy and Procedure*).

Definitions

For the purposes of this Policy, the following terms are defined as follows:

Assessment	The evaluation of any work submitted in order to determine: <ul style="list-style-type: none"> • whether a student has met the requirements of the task • how well the student has met the requirements and what grade a student is to be awarded in relation to that work
Assessment Task	Any piece of work assigned to students in a unit which is given a mark or grade that counts towards the final result for the unit
Deferred Assessment	An assessment task that, with the permission of the Associate Dean and without academic penalty, a student sits or submits at a later date than the original sitting or submission date
Serious Illness	An acute illness, whether physical or mental, causing sufficient distress to require treatment by a doctor or other registered health care professional
Special Consideration	A special concession in assessment, sought by a student claiming that his or her performance in an examination or in another assessment task was adversely affected by illness or another cause
Working Day	Any day other than Saturday or Sunday or a public holiday which is observed by AIFE

Version History

Version #	Changes	Approval Body	Approval Date
1.0	New Policy	Academic Board	11 October 2022
2.0	Replace diagnostic assessment with early assessment Other editorial corrections	Academic Board	06 December 2022
3.0	Minor edits	Academic Board	31 October 2024

Additional Information

Policy Status	Approved
Policy Owner	Dean

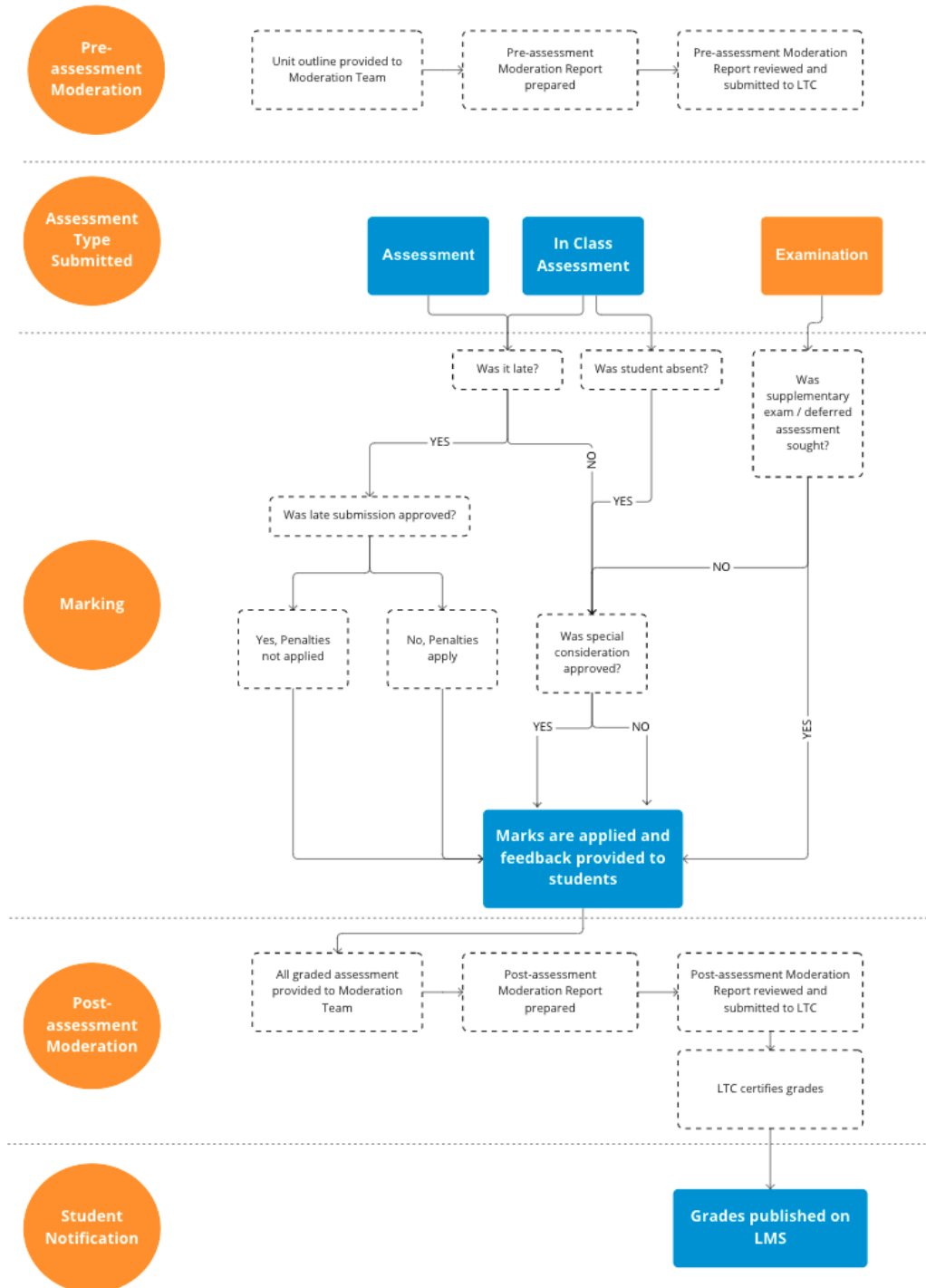
Next Review Date	3 years from Approval Date
Related Internal Documents	Academic Progression Policy and Procedure Assessment Moderation Policy and Procedure Assessment Review Policy and Procedure Student Handbook
Higher Education Standards Framework (Threshold Standards) 2022	Standards 1.3.2, 1.3.3, 1.4.3, 1.4.4, 3.1.2, 3.1.3 and 5.3.4
Other legislative or regulatory instruments	Not applicable

Warning - Document uncontrolled when printed! The current version of this document is maintained on the Australia Institute of Future Education's website at www.aife.edu.au

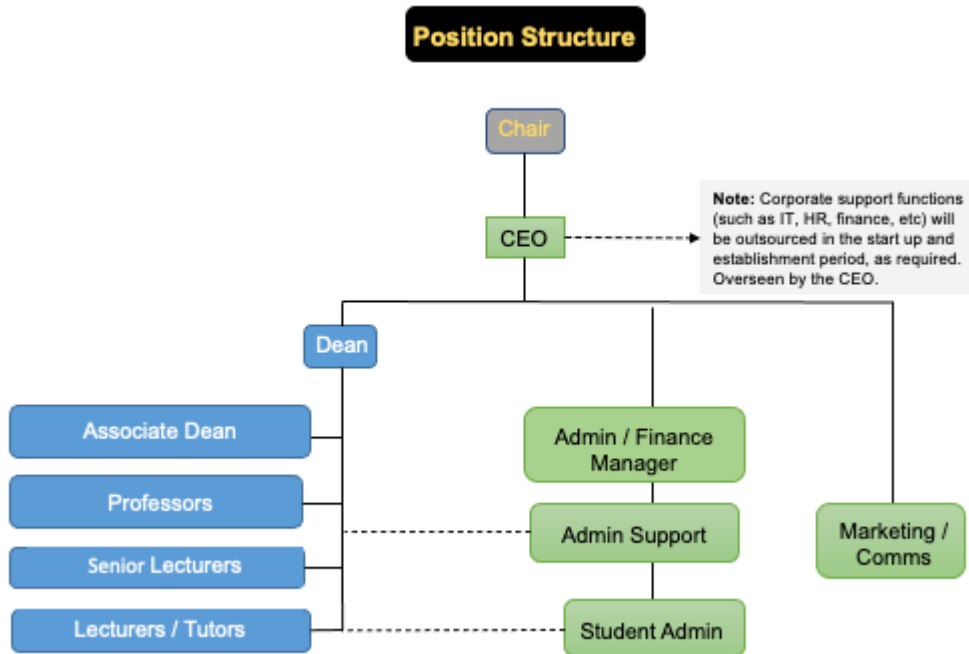
Appendix One – Grade Schedule

Percentage	Letter Grade	Interpretation
85 and above	HD	A student assigned a “High Distinction” grade, addresses the assessment task criteria to an excellent standard. Outstanding achievement of all the learning outcomes. Superior level of knowledge and skills displayed.
75 – 84	D	A student assigned a “Distinction” grade, addresses the assessment task criteria to a very high standard. Very good achievement of the learning outcomes. Very high level of knowledge and skills displayed.
65 – 74	C	A student assigned a “Credit” grade, addresses the assessment task criteria to a high standard. Good achievement of the learning outcomes. High level of knowledge and skills displayed.
50 – 64	P	A student assigned a “Pass” grade, addresses the assessment task criteria to a satisfactory standard. Satisfactory achievement of the learning outcomes. Adequate level of knowledge and skills displayed.
0-49	F	A grade of “Fail” may be awarded when a student fails to adequately address the assessment task criteria. Does not achieve the learning outcomes. Does not display an adequate level of knowledge and skills.
	IN	Incomplete assessment task is awarded by the Student Administration and Support Officer approved by the Associate Dean to those students under special consideration. When a student fails to attempt one or more assessment components of the unit as listed in the Unit Outline.
	DE	Deferred Assessment – denotes that a deferral has been granted to a formal examination or assessment via Special consideration.
	W	Withdrawn from course and/or unit – applies where a student withdraws from a course and/or unit after the census date but, no later than the last day to withdraw without academic penalty.

Appendix Two – Assessment Process Flowchart



Appendix Three – Positional Chart and Role Description



Position	Responsibilities
Dean	<ul style="list-style-type: none"> Support & report to the Academic Board Lead and support academic sub-committees Ensure all academic compliance issues are met Oversee all teaching and learning management Ensure course evaluation processes completed
Associate Dean	<ul style="list-style-type: none"> Provide support and advice to the Dean Contribute to all academic sub-committees Oversee student complaints and grievances Coordinate & ensure successful course delivery Report any academic matters as appropriate
Professors	<ul style="list-style-type: none"> Deliver high quality, expert centred lectures Deliver high quality, expert centred tutorials Ensure high level student engagement Complete all student assessment processes Provide feedback on course improvement
Senior Lecturers	<ul style="list-style-type: none"> Deliver high quality courses and units Deliver high quality lectures & tutorial sessions Ensure high level student engagement Complete all student assessment processes Provide feedback on course improvement

Position	Responsibilities
Lecturers / Tutors	<ul style="list-style-type: none">• Support Senior Lecturers in course delivery• Provide interactive student advice & support• Troubleshoot student issues as appropriate• Support with student administration issues• Assist in student satisfaction surveys