

Assessment Policy and Procedure

Policy Purpose

This policy establishes the Think: Colleges framework for quality assurance in the management of the assessment system, responsibilities and obligations for assessment, quality assurance, and procedures for the effective conduct of assessment practices.

The scope of this policy includes assessment conducted in each of the Think: Colleges Vocational Education and Training (VET) and Higher Education (HE) courses. This policy addresses matters related to:

- Management of the assessment system
- The responsibilities and obligations of assessment
- Quality assurance: adjustment, moderation, and validation
- Procedures: recording, extensions, overdue assessments, re-submissions
- Assessment grading criteria.

Definitions

Refer to Glossary of Terms.

1. Supporting students to achieve

1.1. Think: Colleges develops and implements assessment strategies to facilitate student learning and to assess achievement against learning outcomes or competency aims. Assessment supports student-centred approaches to learning. Assessment practices include the provision of constructive and timely feedback to students to provide students with a measure of their progress against stated learning outcomes and assist in their preparation for future assessment. Each College endorses relevant and diverse forms of assessment.

2. Management of the assessment system

2.1. The Learning and Teaching Committee (LTC) oversees the management, review and monitoring of assessment systems and procedures in accordance with the *Learning and Teaching Committee Terms of Reference*.

3. Responsibilities and obligations of assessment

3.1. The faculty based LTC's of Think: Colleges are responsible for coordinating and monitoring the practice of assessment and to ensure that fair, effective, consistent and appropriate assessment practices are in place. The LTC reviews the Assessment Overview Grid developed for each course and ensures the weighting and timings of assessments are fair, equitable and consistent with the specifications outlined in the accredited course accreditation documents or Training and Assessment Strategies. The LTC ascribes responsibility for conducting assessment to academic staff and assessors and ensures that assessment tasks are consistent with the aims, objectives and content of a course and/or unit of study.

3.2. Responsibilities of the Head of Academic Studies (or delegated nominee)

- a) Review and approve Assessment Overview Grid.
- b) Conduct assessment validations and moderations.
- c) Ensure all students and assessors are aware of their obligations during a study period.
- d) Represent the College in Learning and Teaching Committees.
- e) Manage the development and review of assessments to ensure students are given appropriate details such as: types of assessment, instructions, length (words/duration), weighting, and submission timeframes.
- f) Approve reasonable adjustments as per the *Access and Equity Policy and Procedure*.

3.3. Responsibilities of Assessors

- a) Contribute to the development of Assessment Overview Grids and Training and Assessment Strategies with the Head of Academic Studies (or delegated nominee).
- b) Provide constructive and timely feedback on assessments submitted by students.
- c) Adhere to assessment strategies and their submission timeframes.
- d) Report on student progress and achievement in an honest, clear and objective manner and based only on relevant data.
- e) Report on assessment outcomes.
- f) Apply the *Complaints and Grievance Policy and Procedure* and the *Academic Integrity Policy and Procedure*.

3.4. Responsibilities of students

- a) Be aware of all requirements to pass or be deemed competent in a unit of study.
- b) Be aware of mechanisms within the College for seeking assistance and advice, in particular in relation to problems in meeting assessment timeframes, withdrawal from a course and/or unit of study and special consideration due to illness or other misadventure.
- c) Practise academic integrity and avoid plagiarism, cheating or collusion.
- d) Accept fair, helpful and timely feedback on assessment tasks including evaluation of performance and progress in a unit of study.
- e) Be aware of the *Academic Integrity Policy and Procedure* and the *Complaints and Grievance Policy and Procedure* which includes the procedures for appealing academic decisions.

4. Quality assurance: adjustment, moderation, and validation

4.1. The Faculty LTC's are responsible for the regular review of assessment practices and activities at Think: Colleges. Think: Colleges has in place a range of quality assurance systems and mechanisms to ensure that feedback and input from assessors, academic staff, students, and external advisers is collated, analysed and acted upon. Information received in relation to a course and/or unit of study is analysed and reported on each study period.

- 4.2. Think: Colleges employ internal and external monitoring and evaluation activities to inform the process of continual improvement of courses, delivery processes, and assessment strategies, as per the *Course Review Policy and Procedure*.
- 4.3. **Adjustment:** Assessment tasks may be subject to Reasonable Adjustment where a student has a specific disability or special need, as per the *Access and Equity Policy and Procedure* and *Disability Policy and Procedure*.
- 4.4. **Moderation:** Assessment moderation is the review of assessment decision-making to ensure consistency in grading (refer to the *Assessment Validation and Moderation Policy and Procedure*).
- 4.5. **Validation:** Assessment validation involves comparing, evaluating and reviewing assessment processes, methods and tools (refer to the *Assessment Validation and Moderation Policy and Procedure*).

5. Procedures for implementation

- 5.1. **Recording:** Assessors are required to make assessment decisions and formally record those decisions.
- 5.2. Students who require an extension of time to complete an assessment must seek approval from the Head of Academic Studies (or delegated nominee). Extensions can only be granted due to compassionate or compelling circumstances that are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:
 - a) serious illness or injury, where a medical certificate states that the student was unable to attend classes
 - b) bereavement for the loss of a close family member such as a parent or a grandparent (where possible a death certificate should be provided)
 - c) major political upheaval or natural disaster in the student's home country requiring their emergency travel and this has impacted on their studies
 - d) a traumatic experience which could include but is not limited to:
 - involvement in or witnessing of an accident or crime committed against the student or the student has been a witness to a crime and this has impacted on the student (these cases should be supported by police or psychologist's reports).
- 5.3. **Overdue assessments:** An assessment is 'overdue' when it is not submitted by the due date or by the agreed extension date. Should the student fail to submit an assessment by the agreed date 10% of the maximum mark for each day may be deducted and it will be recorded as an overdue assessment. An overdue assessment submitted beyond the extension period of one week or a newly agreed extension period, automatically receives a grading of Incomplete or Not Yet Competent.
- 5.4. **Re-submission or re-assessment:** Should a student fail to pass an assessment during a study period and obtain a grade of 45 to 49% for an assessment task, the student may be eligible to re-submit the assessment. Only one re-submission or re-assessment is permitted per assessment. The student and the assessor must negotiate a specific timeframe for the re-

submission of the assessment task and note and sign the re-submission timeframe on the *Assignment Cover Sheet*. A student may only be awarded a Pass for a successful re-submission or re-assessment result.

- 5.5. **Supplementary Assessment:** Should a student fail a unit of study and obtain a cumulative grade between 40 to 44% a student may be allowed to attempt a supplementary assessment. This option may only be provided at the discretion of the Examination Committee. A student may only be awarded a Pass for a successful supplementary assessment.
- 5.6. **Appealing an assessment result:** If a student is dissatisfied with the assessment result, the *Complaints and Grievance Policy and Procedure* is to be followed.

6. Assessment grading criteria – HE Courses

- 6.1. **Assessments for HE courses:** All HE units of study assessed within each course are graded according to the following criteria and grading scales:

High Distinction	HD	85-100	High Distinction is awarded for work of outstanding quality in achieving all learning outcomes together with outstanding integration and understanding of theory and application of skills. Evidence of in-depth research, reading, analysis, original and creative thought is demonstrated. A consistent academic referencing system is used and sources are appropriately acknowledged.
Distinction	D	75-84	Distinction is awarded for work of superior quality in achieving all learning outcomes and a superior integration and understanding of theory and application of skills. Evidence of in-depth research, reading, analysis and evaluation is demonstrated. A consistent academic referencing system is used and sources are appropriately acknowledged.
Credit	C	65-74	Credit is awarded for work showing a more than satisfactory achievement of all learning outcomes and a more than adequate understanding of theory and application of skills. A consistent academic referencing system is used and sources are appropriately acknowledged.
Pass	P	50-64	Pass is awarded for work showing a satisfactory achievement of all learning outcomes and an adequate understanding of theory and application of skills. A consistent academic referencing system is used and sources are appropriately acknowledged.

Fail F	F	49 or less	The grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the subject or has failed to complete required assessment points in accordance with the subjects required assessment points.
Conceded Pass	CP	45-49	Conceded Passes are only awarded if the result is the final outstanding unit before a student is eligible to graduate. The student must show the potential to satisfy the achievement of course learning outcomes and an understanding of theory and skill application.
Incomplete	I		Incomplete refers to a variety of circumstances that are currently affecting the recording of marks against the specified assessment criteria in a unit of study/competency.
Withdrawn-Failed	WDF		Withdrawn Failed refers to the withdrawal of the student from a unit/ subject of study or an entire course after the census date.
Withdrawn-Not Failed	WDF F		Withdrawn Not Failed refers to the withdrawal of the student from a unit/ subject of study or an entire course before the census date.
Course Credit	CC		Course Credit relates to the credit or exemption received by a student in a unit of study/competency through recognition of an individual's formal and informal prior learning.

7. Assessment grading criteria – VET Courses

7.1. **Assessments for VET courses:** All assessments for VET courses are assessed according to the rules outlined in the relevant Training Package or accredited course. Each unit of competency is allocated a result as follows:

Competent	C		Competent is awarded to a student who has achieved all of the learning outcomes specified for that unit of competency to the specified standard .
Not Yet Competent	NYC		Not Yet Competent is awarded to a student who has failed to achieve all of the learning outcomes specified for that unit of competency to the specified standard .

7.2. If grading for subjects is utilised, then this must be provided on a separate resulting sheet, and not appear on the official transcript of the student.

8. Record keeping and confidentiality

8.1. Records of assessment results are stored electronically in the Student Records Management System and archived for a period of at least 30 years in line with the Australian Qualification Framework and Registering Body requirements.

Document Approval, Reference and Control

Responsibility	Head of Academic Studies
Record Management	The Student Records Management System Assignment Cover Sheet Training and Assessment Strategy
Reference	Learning and Teaching Committee Terms of Reference Assessment Validation and Moderation Policy and Procedure Course Review Policy and Procedure Access and Equity Policy and Procedure Disability Policy and Procedure Academic Integrity Policy and Procedure Complaints and Grievance Policy and Procedure Glossary of Terms
Policy Developed By	Academic Services Division
Policy Approved by	Academic Board
Policy Complies with	Australian Qualifications Framework VET Quality Framework HESA

Change and Version Control

Version	Date Approved	Authored by	Approved by	Brief Description
1.0	5 th February 2008	Academic Services Division	Academic Board	Issued
-	1 st July 2008	Academic Services Division	Academic Board	Revision
-	21 st October 2008	Academic Services Division	Academic Board	Revision
2.0	27 th November 2008	Academic Services Division	Academic Board	Revision
2.1	15 th February 2012	FHopkinson	Manager, Academic Services Division	Revision (Header & Footer only)
2.2	27 th February 2012	Academic Services Division	Academic Board	Minor Revision
2.3	12 th July 2013	FHopkinson	Manager, Academic Services Division	Format Change and new versioning