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1. Purpose

Student assessment is integral to the learning process and informs Unit Coordinators about the quality and extent of student achievement or performance. This policy provides a framework for assessment that supports the learning and development of students and is the basis for judgement about how well students have achieved the learning outcomes of the units in which they are enrolled. The framework is also intended to provide quality assurance to Academic Board and external stakeholders including the Tertiary Education Quality and Standards Agency (TEQSA), professional bodies and employers.

2. Principles

2.1. Assessment embodies three principles, namely learning, content and equity.

2.1.1. The learning principle requires that assessment focuses on the stated learning outcomes of a unit, is relevant to the learning resources specified in a unit (including the required text book and recommended readings and material provided in lectures and tutorials face-to-face and/or online), uses assessment items that are consistent with discipline standards appropriate to the level of the course, enables students to demonstrate clearly the level of achievement that they have attained in the learning outcomes being assessed, and provides timely feedback.

2.1.2. The content principle requires that assessment fully aligns with the relevant unit outline, including learning outcomes, topics and student workload.

2.1.2.1. The standard number of summative assessment items in a unit is three, including a final examination where one is specified.

2.1.2.2. No summative assessment item should be weighted by less than 10% nor by more than 50% in the aggregation of marks for a unit.

2.1.2.3. Group assessment items must not contribute more than 30% of the aggregation of marks for a unit.

2.1.2.4. Formative assessment is encouraged if consistent with student workload.

2.1.2.5. Diagnostic assessment is encouraged to ascertain students' prior knowledge or academic readiness at the beginning of a unit.

2.1.3. The equity principle requires that assessment is criterion referenced, assessed according to a marking guide or rubric made available to students with other information about each assessment item well before the due date, makes reasonable accommodation for student diversity and is moderated.

2.1.3.1. There should be a diversity of assessment items that may include, but is not limited to the following genres:

Assignments (individual or group) – essays, reports, case studies, research-based papers, projects, wikis, audio-visual presentations, web page designs, journals, posters, portfolios.

Practice-based work (individual or group) – reports, journals, presentations, performance, models, creation of a 'work'.

Tests – true/false, multiple-choice, short and long written answer, oral tests administered during the teaching period.

Examinations – true/false, multiple-choice, short and long written answer, oral tests, presentations administered during the examination period.

- 2.2. As much as is feasible, assessment items should be authentic, relating to student experience and career aspirations.
- 2.3. As much as is feasible, assessment items should be designed and administered in a way that minimises incentives and opportunities to breach *Student Academic Integrity Policy*.
- 2.4. Group assessment items are encouraged, but where used should include an element of self-reflection on the group process and individual learnings.
- 2.5. Details of assessment items, including maximum marks available, weighting in aggregation of marks for the unit, length (in words) or duration (in hours or minutes), due dates and marking guides or rubrics for all assessment items must be made available to students by the end of the first week of scheduled classes.
- 2.6. Students who have registered with a disability may be approved for one or more of the following:
 - 2.6.1. Extension of due dates on assessment items other than examinations.
 - 2.6.2. Additional reading and/or working time in an examination.
 - 2.6.3. Time out during an examination.
 - 2.6.4. Access to assistive technology.
 - 2.6.5. A scribe who can write for them.
 - 2.6.6. Ready access to food, water or medication.
 - 2.6.7. Separate supervision arrangements where an assessment item, such as an examination, is invigilated.
- 2.7. Students who submit an assessment item, other than an examination, after the due date will be penalised by up to 10% of the maximum marks available for that assessment item per calendar day or part thereof.
 - 2.7.1. Where there are extenuating circumstances beyond the student's control, supported by appropriate documentation, the Unit Coordinator may grant an extension of the due date (except for examinations), provided that the student has submitted a request on or before the due date.
- 2.8. Where there are extenuating circumstances beyond the student's control, supported by appropriate documentation, the Unit Coordinator may offer a deferred examination to be held in the official deferred examination period.
- 2.9. In order to qualify for a passing exit grade in a unit, a student must submit a reasonable attempt at every summative assessment item in the unit.
 - 2.9.1.1. A 'reasonable attempt' is defined as achieving 40% of the maximum available marks for that assessment item.
- 2.10. Where there is evidence of a breach of *Student Academic Integrity Policy*, a mark of zero will be recorded for an assessment item until the breach has been resolved.
- 2.11. The relevant Program Director is responsible for ensuring that assessment items are consistent with unit outlines and this policy.
- 2.12. Academic Board is responsible for reviewing assessment practice regularly.
- 2.13. The process for awarding exit grades is:
 - 2.13.1. A student is assigned a mark for each summative assessment item.
 - 2.13.2. Marks for summative assessment items are aggregated by applying weights specified in the unit outline.
 - 2.13.3. Grade cutoffs are applied to the weighted aggregate marks (see schedule 1).
 - 2.13.4. Where it is not possible to finalise a grade in time for the Examiners Committee meeting, a temporary grade will be assigned (see schedule 1).
 - 2.13.4.1. All temporary grades, with the exception of the Incomplete Grade – Mark Pending (IP), shall have a due date specified.
 - 2.13.5. The Examiners Committee will:

- 2.13.5.1. Check that the distribution of grades within each unit is reasonable in the context of each unit;
- 2.13.5.2. Investigate anomalies in the distribution of grades among units;
- 2.13.5.3. Investigate anomalies in the distribution of grades for each student;
- 2.13.5.4. Identify students for a Letter of Commendation from the Program Director (students who have achieved a GPA of 6.0 or higher);
- 2.13.5.5. Identify students whose academic progress is at risk (students who have failed more than half the units attempted or who have failed the same unit two or more times);
- 2.13.5.6. Approve exit grades for release to students; and
- 2.13.5.7. Report to Academic Board on 2.13.5.1 to 2.13.5.6 above.

3. Scope

3.3. This policy applies to all assessment at Leaders.

4. Definitions

Criterion Referenced Assessment	Assessments designed to measure student performance against a fixed set of predetermined criteria. Criterion referenced assessment avoids 'fitting' to a normal distribution (norm referenced assessment).
Diagnostic Assessment	Assessment designed to assess prior knowledge or academic readiness at the beginning of a course or unit.
Exit Grade	The overall grade for a student in a unit that is awarded based on aggregating and weighting marks for individual assessment items ('pass as a whole').
Formative Assessment	Assessment that is compulsory or voluntary that does not count towards calculation of the exit grade.
Group Assessment	Assessment undertaken in groups of two or more students.
Marking Guide	A marking guide is very similar to a rubric, but simpler. For each marking criterion, a comment explains what is being sought, and the maximum mark that can be awarded is specified.
Rubric	A rubric makes explicit a range of assessment criteria and expected performance standards, usually specified in a matrix. A student's performance is evaluated against the standard for each criterion.
Summative Assessment	Assessment that is compulsory and contributes to the calculation of the exit grade.

5. Roles and Responsibilities

- 5.3. Academic Board members, Learning, Teaching and Curriculum Committee members, Examiners Committee members, Program Directors, Unit Coordinators and students should be familiar with this policy.
- 5.4. The Responsible Officer is responsible for ensuring that policy is applied and reviewed in accordance with dates in the Policy Management Details box.
- 5.5. Program Directors are responsible for ensuring that assessment items are consistent with unit outlines and this policy.
- 5.6. Academic Board is responsible for reviewing assessment practice regularly.
- 5.7. The Examiners Committee is responsible for reviewing and approving exit grades.
- 5.8. Unit Coordinators are responsible for determining exit grades.

6. Related Law/Regulation and Policies

6.1. Law/Regulation

TEQSA *Guidance Note: Course Design (including Learning Outcomes and Assessment)*

TEQSA Assessment Integrity Resources at <https://www.teqsa.gov.au/assessment-integrity>

6.2. Policies

Assessment Moderation Policy

Student Academic Integrity Policy

Student Code of Conduct

Student Grievance and Appeals Policy

Student Learning Support Policy

Schedule 1

Exit Grades

Grade	Abbreviation	Grade Point	Definition
<i>Final Grades</i>			
Fail - No Assessment Submitted	FNS	0	Student did not submit any assessment item
Fail - Did Not Sit Final Examination	DNS	3	Student did not attempt final examination
Incomplete Fail	IF	3	Student sat final examination but did not submit one or more other assessment items
Withdrawn	W	–	Student enrolled but withdrew without academic penalty
Withdrawn Fail	WF	3	Student enrolled but withdrew with academic penalty
Fail	F	3	When a student has demonstrated an unsatisfactory quality of performance and/or standard of learning achievement, insufficient to pass (i.e. the weighted aggregate mark is <50%)
Conceded Pass	CP	3	Student almost achieved a passing grade (at least 47% weighted aggregate mark) after supplementary assessment. Granted only once at each level (e.g. 100). Not available in any unit that is a prerequisite or corequisite, or is a core unit, or where conceded passes are not permitted by a relevant professional body
Aegrotat Pass	AegP	4	Student was unable to sit or complete the final examination owing to sicknesses as evidenced by a valid medical certificate and, in the judgment of the Unit Coordinator, based on other assessment items, would have passed the examination if not impaired by sickness

Compassionate Pass	CompP	4	Student was unable to sit or complete the final examination owing to extenuating circumstances beyond control of the student as evidenced by documentation such as a valid medical certificate in the case of sickness of a close relative, a death certificate, police report, flight details or witness account signed in the presence of a Justice of the Peace or Commissioner for Declarations and, in the judgment of the Unit Coordinator, based on other assessment items, would have passed the examination if not impaired by the extenuating circumstances
Non-graded Pass	NGP	4	Student met the cut-off to pass the unit (>50% weighted aggregate mark), but the unit is assessed on a pass/fail basis
Pass	P	4	When a student has demonstrated satisfactory quality of performance and/or standard of learning achievement (50% - <60% weighted aggregate mark)
Credit	C	5	When a student has demonstrated a good quality of performance and/or standard of learning achievement (60% - <70% weighted aggregate mark)
Distinction	D	6	When a student has demonstrated a high quality of performance and/or standard of learning achievement (70% - <80% weighted aggregate mark)
High Distinction	HD	7	When a student has demonstrated an exceptionally high quality of performance and/or standard of learning achievement (>80% weighted aggregate mark)
<i>Temporary Grades</i>			
Incomplete Grade - Supplementary Examination	IE	–	Available at the discretion of the Unit Coordinator where a student has almost passed the unit (around 45% weighted aggregate mark) and achieved around 40% in the examination
Incomplete Grade - Supplementary Assessment	IA	–	Available at the discretion of the Unit Coordinator where a student has almost passed the unit (around 45% weighted

			aggregate mark) and achieved around 40% in the assessment item
Incomplete Grade - Deferred Examination	ID	–	Available where the student has sat but not completed or not sat the examination owing to documented extenuating circumstances beyond their control (e.g. illness, motor vehicle accident or breakdown, urgent family need)
Incomplete Grade - Extension	IX	–	Student has been granted an extension on an assessment item, with a specified due date, other than the final examination
Incomplete Grade – Mark Pending	IP	–	Student has completed all assessment items, but one or more assessment items have not yet been marked

Student Assessment Policy Supporting Guidelines and Procedures

1. Guidelines on Student Assessment

- 1.1. At least one major assessment item in each unit should be invigilated. As a guide, a major assessment item would be weighted at least 25 per cent in calculation of the exit grade. Professional accreditation requirements might mandate a higher weighting.
- 1.2. The following definitions apply to examinations:
 - 1.2.1. Closed book examination – allowable items are restricted to: writing and drawing instruments; a basic calculator (without scientific calculations capability or networking capability); an unmarked, printed translation dictionary; and one A4-sized, doubled-sided page of the student’s own printed or handwritten notes.
 - 1.2.2. Restricted examination – as for closed book examination plus additional items as specified on the examination paper. Additional items might include textbooks and hard copies of learning resources downloaded from the Moodle™ page for the relevant unit.
 - 1.2.3. Open examination – any items other than devices capable of networking are allowed, provided that their total size does not exceed the equivalent of a box of five reams of 80 gsm, A4 copying paper. Devices capable of networking include computers, tablet devices, smart phones, smart watches, smart glasses and Bluetooth pens.
- 1.3. Where assessment occurs online it goes beyond the ‘open examination’ as defined above and both the design of the assessment and its administration should ensure academic integrity.
 - 1.3.1. Regarding design, do not re-use questions from recent past assignments or examinations, use a mixture of question types (e.g. true/false, multiple choice, short answer, long answer), create original assessment items (e.g. case studies, problems), focus on application of knowledge and other higher order skills, and require personal reflection.
 - 1.3.2. Regarding administration, password-protect the assessment, time-limit the assessment, set up the assessment to show one question per page with no backtracking, randomise question sequence in true/false and multiple choice questions, randomise responses in multiple choice questions, delay feedback until after the time for submission has passed, do not allow additional attempts (if they are allowed, do not give students additional time), and make it clear that breaches of academic integrity policy are not permitted even in an examination (although citations and references would not normally be required).

2. Procedures for Student Assessment Policy

- 2.1. Each assessment should include an Academic Integrity Declaration with the following wording:
 - 2.1.1. I acknowledge and agree that the person who marks this assessment may, for the purpose of marking:
 - Provide access to my response to one or more other Leaders staff members; and
 - Submit my response to a web-based text-matching service that will retain a copy of my response for further text-matching purposes but will not reproduce it nor release any details that could identify me.

I certify that:

- Except where I have indicated by citations and references, my responses to

this assessment are my own work, written in my own words and based on my personal study and/or research. I have not accessed a ghost writing or assignment writing service, either paid or unpaid.

- I have not colluded / will not collude with another student or any other person while completing this assessment except where group work and collaboration is a requirement;
- I have not copied / will not copy in part or in whole or otherwise plagiarise the work or responses of other students and/or persons, including material from the Internet;
- I have not made / will not make this assessment or my response available to another student or person;
- I have only accessed / will only access materials permitted in assessment / examination instructions; and
- I have limited / will limit my use of Internet resources to what is necessary for this examination.

I understand that anyone who provides a contract cheating service to a student enrolled at an Australian higher education provider, whether they are located in Australia or overseas and whether they are paid or unpaid, commits an offence under the *Tertiary Education Quality and Standards Agency Amendment (Prohibiting Academic Cheating Services) Act 2020*

I have read and understood the Leaders Institute Academic Integrity Policy and I accept that if I am found to have breached the Leaders Institute Academic Integrity Policy, I will be liable for serious penalty which may include exclusion from my course or from Leaders Institute.