

Student Assessment Policy and Procedure

Purpose	This Policy outlines AITC's approach to Student Assessment.
Location	The policy is maintained on owncloud
Responsible executive	Academic Dean
Responsible office	Academic Dean's Office
Contact officer	TBA
Effective date	29 June 2020
Review date	TBA
Modification history	Version 1.0
Related documents	AITC Student Assessment Moderation Policy AITC Assessment Appeals Policy AITC Examinations Policy and Procedure AITC Student Admissions Policy
Authority	Approved by Academic Board

1. Purpose

This Policy and Procedure of the Australian Institute of Technology and Commerce (AITC) deals with the assessment of the work of Students that is integral to the maintenance of Academic standards at both Unit and Course levels. Assessments must be fair, equitable, reasonable, transparent and valid. In each Unit outline the learning outcomes need to be clear and carefully mapped against assessment tasks to allow students to demonstrate that they have progressed towards attaining these learning outcomes.

2. Scope

All academic staff and students of AITC.

3. Definitions

Graduate Attributes means (TEQSA definition) generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts.

Learning Outcomes means (TEQSA definition) learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Assessment means a process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.

Diagnostic assessment provides information on students' prior knowledge at the commencement of the study of a Unit.

Formative assessment takes place during the period of learning of the Students. One

purpose of formative assessment is to provide frequent feedback on how a student is progressing. It also helps teaching staff diagnose learning needs, and design, negotiate and modify learning activities.

Summative assessment of performance is undertaken during the period of learning. It is the collection of information through the formal assessment components of a Unit to determine the final grade of the Student as well as improve the quality of teaching and learning.

Norm referenced assessment judges a student's performance against that of peers within a cohort that have had similar training and experience.

Criterion referenced assessment focuses on a student's performance of a task against a set of criteria related to the knowledge, skills, or attributes that the student is developing.

Grade Point Average (GPA) is an internationally recognised calculation used to compute the average result of all grades achieved throughout a Student's Course.

4. Policy Intent

4.1 Mapping of Assessments

Key steps in the development of the proposed Courses were the mapping and correlation of the Graduate Attributes with both the Course and Unit Learning Outcomes. All Assessments will be mapped against these Unit Learning Outcomes to ensure that successful Assessments tasks ultimately correlate with successfully educated graduates.

4.2 Assessment Methods

Both Criterion-referenced Assessment and Norm referenced Assessment are encouraged to ensure staff explore a range of approaches to find an appropriate balance in the Units that they teach and coordinate.

The effectiveness of the different Assessment tools are expected so that an effective mix and weighting of Assessment tasks are embedded in each Unit.

Methods of assessment need to be consistent with the learning outcomes being assessed, capable of confirming that all specified learning outcomes are being achieved and that grades awarded reflect the appropriate level of student attainment.

4.3 Communication and culture of Improvement.

Communication with Students is vital in relation to the type of Assessment tasks so that Students are clear on the expectations associated with these tasks and to ensure that processes are fair, valid and transparent.

AITC encourages a culture of improvement in all areas of teaching including Assessment and innovation in the development and use of Assessment tools is valued and supported in the of Academic staff.

4.4 Assessment Delivery

One of the most important aspects of Assessments is their delivery so the process of clearly stating the Assessment tools that are going to be used in a Unit needs to be clearly outlined at the commencement of each Unit and before Assessment tasks are to be submitted or as Examinations approach. Staff need to be sympathetic to the special needs of Students, for

example, special considerations for Students and special arrangements for Students with disabilities. Penalties for late submissions also need to be clarified at the beginning of the teaching of a Unit.

4.5 Quality Measures

As outlined in the AITC Courses a range of Quality measures will be used and these include internal moderation undertaken by AITC Academic colleagues as well as External Moderation through Academics outside AITC. The moderation process will be outlined in the AITC Student Assessment Moderation Policy.

Assessment generally need to be;

- a) implemented using standards-based assessment methods;
- b) well managed to provide efficiency as well as accountability to all stakeholders;
- c) reviewed regularly for effectiveness in achieving the desired outcomes and satisfying quality assurance procedures;
- d) based on a culture of academic integrity that is supported across AITC; and;
- e) designed to promote purposeful, higher order learning skills of analysis, synthesis and validation

On completing a Course of study, students need to demonstrate that the learning outcomes specified for the Course of study, whether assessed at Unit level, Course level, or in combination have been achieved.

4.6 Unit Requirements

A Unit description must be provided to students at the beginning of each teaching period (Semester) that advises on the assessment details that include the type of task, the due submission date, the weighting of the task and its purpose in terms of learning outcomes. These requirements are also provided in the Unit of study outlines.

4.7 Confidentiality and security

Principles of privacy, confidentiality and security are to be maintained throughout the administration of student assessment especially relating to examination papers and student scripts; and the confidentiality of assessment results and access to grades and authority to disclose grades to students.

4.8 Academic Integrity and Prevention of Plagiarism with respect to Assessments

AITC protect Academic Integrity and will take steps to prevent and detect plagiarism. These may include manual searches of resources, as well as the use of electronic text matching software (e.g. Turnitin) to compare work submitted for assessment against electronic text on the publicly accessible internet, in published works, on commercial databases, and in previously submitted student assignments.

4.9 Recording and Feedback

Results of Unit Assessment and Examinations that are initially considered by the Teaching and Learning Examinations Committee (TLEC) and then reported to the Academic Board who make the final decisions of results and communicate them to Students.

Students will be given a numerical mark as well as a grade for each assessment task and for their final result. The Course Coordinators and IT Manager are jointly responsible for the accuracy of the uploaded marks and grades.

Feedback is a response made in relation to students' work such as an assessment task, a performance or product. Feedback is intended to inform students on the progress that they are making in achieving the learning outcomes of a Unit. It should be constructive and it should guide students to improve their learning achievements.

4.10 The Grading System

Students are assessed for each unit on the following basis:

Grade	Mark %
High Distinction	85-100
Distinction	75-84
Credit	65-74
Pass	50-64
Pass Conceded	45-49
Fail	0-49

Grade	Descriptions
High Distinction 85% - 100%	An outstanding level of achievement. The student has an extensive knowledge and understanding of the unit material and unit objectives beyond the normal expectations of the course; very high level of competence.
Distinction 75% - 84%	A high level of achievement. The student exhibits a comprehensive understanding of the unit content and unit objectives and can readily apply this knowledge; high level of competence.
Credit 65% - 74%	Substantial level of achievement. The student has a thorough knowledge and understanding of the unit content and unit objectives and is competent in the processes and skills of the course; reasonable level of competence.
Pass 50% - 64%	Satisfactory achievement. The student has demonstrated an acceptable level of knowledge and understanding of the unit content and unit objectives and has achieved a basic level of competence in the processes, skills and knowledge of this unit; adequate level of competence.
Pass Conceded 45-49%	A student who has achieved a mark between 45 and 49 in a unit and meets all of the following criteria, may be granted a Pass Conceded if; the unit is not a prerequisite or a capstone unit; the student is not enrolled in a single unit only; and; the student has never previously been granted a conceded pass (a conceded pass can only be granted once). Further, if a Student obtains a cumulative mark of 46, but does not meet the other criteria then the mark is changed to Fail 0-49%. The Pass Conceded Grade will be considered carefully when the proposed Courses are submitted to the Australian Computer Society.

Fail 0 – 49%	Limited achievement in the unit. The student has some knowledge and understanding of the unit content and unit objectives but has not been able to demonstrate a satisfactory level of knowledge, competence or skills; inadequate level of competence.
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4.11 Allocation of Final Grades and GPA reference

All students must complete all the units of any award courses, currently the Graduate Certificate, Graduate Diploma and Masters Degree to receive a successful final grade. A Grade Point Average (GPA) will also be computed for each student using a 7 point GPA where, Fail=0, Pass=4, Credit=5, Distinction=6, and, High Distinction=7, and all attempts included and weighted by Credit Points.

4.12 Unit of Study Retake

Re-Sit Examination

A retake is available to those students who achieve a mark of 40 to 49% in a Unit. The retake can consist of one or more of the following (it will be decided by the unit coordinator) whether this will require the student to;

1. participate in an intensive schedule of study;
2. resubmit an assignment;
3. submit a replacement assignment on a different topic; and;
4. re-sit a final examination during the next teaching period.

AITC accepts that, for a variety of circumstances, a student may fail to meet the required levels to pass a Unit. Options to repeat the unit of study are available for all subjects, the format of which will vary according to the nature of the unit and the marks obtained by students on previous attempts.

Supplementary Assessment Policy

A student who has been (or will be) prevented through illness or other unavoidable and/or unforeseen circumstances from satisfying the normal assessment requirements for a unit may apply for special treatment of his/her assessment (including but not limited to undertaking substitute assessment). The student must apply to the Course Coordinator if they want to receive a special consideration within 2 weeks of the occurrence of the special circumstance or, in the case of requesting a substitute assessment, no less than 2 weeks prior to due date of the assessment. Students must apply by filling in the "Re-Assessment Request" form and supply the necessary documentation to support their request.

5. Responsibilities

5.1 The Academic Dean

The Academic Dean will be responsible for ensuring that the Assessment Policy is adhered to.

5.2 The Course Coordinator.

The Course Coordinator will require the unit coordinator to report at the commencement of the teaching period details of assessments, submission due dates, and details of such assessments for each unit on offer. The Course Coordinator is also responsible to ensure that the relevant assessment components are available and according to the AITC Policies.

5.3 The Teaching and Learning and Examinations Committee (TLEC)

TLEC is a Sub-Committee of the Academic Board and it will conduct a review and validation of all assessment components; the Course Coordinators are responsible to provide the relevant forms and documents for the validation process. TLEC will meet 1 – 2 times per Teaching period (either prior or during, TBA by the Academic Dean) to ensure the quality of all assessment components.

6 Procedures

6.1 Unit Retake

Re-Sit Examination

Students wishing to retake a Unit should apply in writing to the Course Coordinators within 5 business days of receiving their final marks for a Unit. The application will be assessed by the Course Coordinators and the Dean and a determination made within 5 business days of the student submitting the application to the Course Coordinator as to the retake options available. If necessary, the student may be requested to attend an interview. Applicants will be informed, in writing, by AITC as to the outcome of their application. Should the application be successful, applicants will be additionally informed of:

Which unit's assessment (tests, assignments, examinations) must be retaken, the timetable for reassessment, and the additional fee payments.

Students wishing to accept retake options should:

- Inform the Course Coordinators, in writing, of their intention within 2 weeks of the release of their results.
- Complete, sign and forward the Re-Assessment Application Form (incl. any relevant supporting evidence) to the Course Coordinators.
- Forward payment as requested.

International students are themselves required to ensure that they have satisfied any additional student visa requirements as stipulated by the Department of Home Affairs (DHA).

Where a re-examination is authorised, students may be required to pay a \$250 fee for each subject/unit re-examination.

Students may apply for special permission to attempt a core unit for the third time. Applications should be made in writing to the Academic Dean and accompanied by evidence. Evidence could be in the form of Medical Certificates or a special letter of consideration from the Course Coordinators or the Student Service Manager.

6.2 Feedback on Assessment

All assessments submitted during the semester, with the exception of final exams will be marked and feedback provided to students within 2 weeks of assessment due date (i.e., assignment, test, etc). Feedback will be provided on electronic copy submissions, paper based submissions or verbally by the lecturer in class. The AITC aims to promote timely feedback on assessment. Students can use the feedback to improve performance in subsequent assessment tasks.

6.3 Marking Procedures

All assessment tasks should be submitted on time, or else, prior to the due date and students must approach lecturers for extensions. Only in cases of proven hardship or illness will students be granted extensions of time.

Plagiarism is a serious offence. Students will be severely penalised in any proven cases. Lecturers should make this explicit to students when addressing assessments at the beginning of each Unit and throughout the Course. More information is provided in the Student Academic Integrity Policy.

Assessment tasks should be presented appropriately, in a manner outlined by the lecturer at the beginning of the Unit. If tasks such as essays are not submitted in this manner, lecturers may deduct 5% of the marks, at their discretion.

For the assessment weighting is more than 40% of total marks for the unit, the students must achieve a mark of at least 40% to pass the Unit. If a student has a valid reason such as illness or hardship, the student may be permitted to apply for special consideration following the policy outlined below.

All unit examinations must be attempted before the Course end date.

The pass mark in every unit is 50%.

Students are normally unable to repeat a failed subject more than twice. When a student does not meet satisfactory academic performance, he/she will be reported to the Academic Dean.

Marking will take place within one week of the final examination. Where there is any discrepancy, the Course Coordinator will be consulted. Students may follow the assessment appeals process if they are dissatisfied with their results. Results will be posted within fourteen days after the final examination.

Lecturers are responsible for the marking of all assessment tasks and examinations. If possible, lecturers will mark the examination papers of another class of students studying the same unit. However, at any time where there is only one class per Unit, the class Lecturer will be responsible for the marking of their own students' papers.

Marks and grades awarded to students are to be based solely on merit in relation to prescribed academic standards.

Examination questions for each Unit will be set by the Unit Coordinator(s), in consultation with the Course Coordinators at least two weeks before the conclusion of each subject. All examination papers will be reviewed and validated by the Course Coordinators as well as the Examination Sub-Committee at least one week prior to Final Examinations.

Assessment tasks with marking rubric for each unit will be prepared by the Unit Coordinator before the commencement of each semester and agreed by the Course Coordinator, and

subsequently approved by TLEC.

If there is an appeal regarding the results, students need to follow the Assessment Appeals process. As stated in this policy, if appealed, student examination papers will be remarked and if necessary, an external expert in the subject area may be consulted.

6.5 Academic Integrity of Students

6.5.1 Protection

The relevant academic staff member must be present for the first 15 minutes of the exam and then be on call during the exam. Five minutes before the commencement of an examination the Invigilator is to state clearly the following instructions:

Mobile phones must not be brought into the examination room unless they are switched to “silent” and left in their bag at the front of the room. No student is to have a mobile phone in their possession during the examination. The same rules apply to pre-written notes (unless open-book examination).

Students can request a toilet break after the initial 30 minutes of the examination. The toilet break has to be of reasonable duration and no extension of the examination duration will be granted if toilet breaks are taken. No more than one student at a time can be absent from the room at any one time. No bags can be taken out of the examination room.

Any case of cheating that is proved to the satisfaction of a committee convened to examine accusation of cheating will result in a mark of zero for the offending student in that examination.

Further penalties, including repeating the subject, suspension or cancellation of enrolment, may be imposed by the committee, depending on the student’s previous record.

6.5.2 Issues

Any suspicion of misconduct must be dealt with as soon as possible after the examination in question.

Any alleged Academic Misconducts are to be submitted to the Course Coordinator for review and finalisation. The student is given the opportunity to appeal the outcome within 2 weeks of the release of the results.

Should a student submit an appeal against an Academic Misconduct, a committee convened to examine an accusation of cheating will normally consist of:

- Academic Dean (Chair),
- Course Coordinator,
- Registrar.

The accused student will be required to submit a report of the incident prior to the meeting and be available to attend the meeting.

The reporting Invigilator will be required to submit a report of the incident prior to the meeting and attend the meeting.

Witnesses, if any, will present reports, and may be required to attend the meeting.

The accused student may have a support person (e.g. friend or relative) present to assist in the presentation of their case. If the accused wish to have a support person attending the presentation, a written notice has to be submitted prior to the commencement of the presentation (minimum of 1 week prior).

6.6 Supplementary Assessment Procedure

As stated above, only students with extenuating and compelling circumstances can re-sit the examination. Extenuating and compelling circumstances may or may not include:

- Illness (supported by medical certificates).
- Family trauma (supported by evidence such as a death certificate).
- Other Emotional Issues (Supported by a statement from health professional or a letter from the Student Services Manager).

The application will be assessed by the Course Coordinator and the Academic Dean and the student will be notified within 5 business days of the student submitting the application to the Course Coordinator.

Supplementary Assessments are provided at no extra cost to the student.

6.7 Examinations

Procedures for the conduct and supervision of invigilated examinations during designated examination periods are detailed in the AITC Examinations Policy and Procedure.