

Version	1.0
Short description	This policy sets out the principles of student assessment at Avondale University to maintain academic standards of student achievement, support students in their academic development and uphold standards of academic integrity.
Relevant to	All students enrolled in higher education coursework All staff with responsibility for or involvement in the administration of higher education coursework units and assessment
Authority	Academic Board
Policy owner	Provost
Responsible office	Office of the Provost
Date approved	9 November 2022
Date effective	20 February 2023
Review due	November 2027
Related Avondale documents	Academic Integrity Policy Assessment Procedure (HE Coursework) Disability Policy Examination Procedure
Related legislation	Australian Qualifications Framework Higher Education Standards Framework (Threshold Standards) 2021
Key words	assessment, exam, grades, marks, student, task

1. PURPOSE

- 1.1 Assessment of coursework learning outcomes is both the key mechanism for assuring learning outcomes and a central feature of the student learning experience.
- 1.2 This policy sets out the principles of student assessment at Avondale University (Avondale) to maintain academic standards of student achievement, support students in their academic development and uphold standards of academic integrity. Associated procedures detail the mechanisms through which this is achieved.
- 1.3 This policy aims to support requirements of the Higher Education Standards Framework (Threshold Standards), Australian Qualifications Framework (AQF), and relevant professional accrediting bodies; and operates in alignment with Avondale's academic quality and standards processes.

2. SCOPE

- 2.1 This policy applies to all students enrolled in, and all staff with responsibility for, undergraduate and postgraduate coursework units.
- 2.2 This policy does not apply to Higher Degree by Research (HDR) courses.
- 2.3 This policy does not apply to Vocational Education and Training (VET) courses.

3. REFERENCES

- 3.1 This policy should be read in conjunction with the following:
 - Assessment Procedure (HE Coursework)
 - Examination Procedure
 - Academic Integrity Policy

4. DEFINITIONS

- 4.1 **Academic Integrity:** undertaking academic activity in a responsible manner so as to ensure that information and ideas are generated and communicated in an honest and ethical way and that use of the ideas and/or writing of others is acknowledged.
- 4.2 **Academic Misconduct:** undertaking academic activity, either deliberately or imprudently, that can result in unmerited advantage. This can include, but is not limited to: cheating, collusion, plagiarism, fraud, falsification of data, and incorrectly ascribing authorship in group projects.
- 4.3 **Assessment:** the process of attributing value to the outcome of a task undertaken by a student to demonstrate their achievement of skills or knowledge.
- 4.4 **Assessment task:** a learning activity which students are required to submit for grading as part of the total marks obtained for a unit. Each assessment task is intended to measure the aptitude or attainment of students in meeting specified learning outcomes in a unit of study.
- 4.5 **Criteria:** defined performance attributes to which the assessor refers when forming a judgement about the student's response to the different aspects of the assessment task.
- 4.6 **Criterion-referenced assessment:** students' work is assessed with reference to written criteria derived from explicit learning outcomes. Each student's mark in a unit is

determined by the extent to which they have demonstrated achievement of the intended learning outcomes.

- 4.7 **Examination:** an assessment task, normally in written form, which is scheduled under the jurisdiction of the Exam Centre during the official examination period on behalf of the Faculty or School.
- 4.8 **Standards:** the quality of student performance in relation to the criteria in any assessment task.
- 4.9 **Student:** a person officially enrolled in a unit.

5. PRINCIPLES OF ASSESSMENT DESIGN & PRACTICE

- 5.1 Assessment design and practice supports student learning and enables staff and students to monitor and improve student learning.
- 5.2 Assessment is designed to ensure that students can demonstrate the required knowledge, understanding, skills, competencies, and, where necessary, professional requirements, as reflected in the course learning outcomes, by the end of the course.
- 5.3 Assessment is integrated with learning activities and aligns with the intended unit learning outcomes, course learning outcomes and Graduate Attributes.
- 5.4 Assessment is valid and reliable in enabling and confirming students' achievement of learning outcomes and the requirements of professional accreditation, where relevant.
- 5.5 Assessment should foster the appropriate integration of theory, practice and professional requirements.
- 5.6 Assessment should encourage authentic and collaborative learning and simulate challenges that reflect those students will encounter in their future professional, and civic lives, as relevant, appropriate to the learning outcomes, level and credit-point value of the unit.
- 5.7 Assessment is fair and equitable, ensuring that students have equivalent opportunities to demonstrate their achievement of learning outcomes, irrespective of students' educational background, entry pathway, mode or place of study.
- 5.8 Assessment tasks are coherent across the relevant major, specialisation, and course, and mapped to ensure appropriate skill development, timing, sequencing, weighting, authenticity profile, and mix of assessments.
- 5.9 Care is taken to balance student and staff workloads through consideration of the distribution and volume of assessment load. Assessment is made manageable for students to complete and for staff to assess within the timeframe of the relevant teaching period.
- 5.10 Assessment is standards-based and criterion-referenced, and not dependent upon cohort performance, but based on pre-determined and defined criteria and related standards of skills, knowledge and competencies. Final grades are an expression of how closely students' work has achieved the intended learning outcomes.
- 5.11 Information about assessment processes, including specific criteria and performance standards, is transparent and plainly communicated to students, so that students understand the level of performance required for each assessment task.

- 5.12 Assessment will prompt, timely and meaningful formative feedback, and summative judgments about performance against clearly articulated criteria and standards, that supports further learning and enables students to improve their performance.
- 5.13 Assessment will identify students who have achieved excellence, for example for purposes such as awarding scholarships and prizes.

6. PROVISION FOR ASSESSMENT ADJUSTMENT

- 6.1 Assessment will be conducted with reasonable flexibility to accommodate students living with a disability or who have unexpected adverse circumstances, without compromising academic standards of assessment.
- 6.2 The Disability Policy makes provisions for reasonable assessment adjustments for students who have a disability or chronic medical condition. The Assessment Procedure and Examination Procedure make further provisions in extenuating circumstances for extensions, examination and test rescheduling, special provisions for examinations, and special consideration.

7. ACADEMIC INTEGRITY

- 7.1 Assessment is to be conducted and undertaken with honesty and integrity by staff and students.
- 7.2 Assessment practices support Avondale's standards for academic integrity, develop students' capability in ethical practices, and minimise the potential for academic misconduct.
- 7.3 The Academic Integrity Policy describes Avondale's expectations of staff and students to practise and maintain academic integrity, and their responsibilities in relation to this.

8. AUTHORITY AND DELEGATIONS

- 8.1 The relevant School Committee Exam Board ratifies all final grades, which are uploaded by Student Administration Services.
- 8.2 The Academic Board and Learning & Teaching Committee oversee and monitor School Committee Exam Board processes and outcomes.
- 8.3 The Academic Quality Office monitors assessment practices and outcomes for quality assurance and continuous improvement.

9. ADJUSTMENTS TO ASSESSMENT AND EXAMINATION PROCESSES

- 9.1 Adjustments to assessment and examination processes may take effect in circumstances formally declared by the University Executive to constitute an emergency or similar critical situation (e.g. COVID-19 lockdown). Adjustments to the processes will cease to be activated when the University Executive formally declares the cessation of the emergency or similar situation.

Table of amendments

Version Number	1.0	Replaces Version	NEW
Implementation Date	20 February 2023	Scheduled Review Date	November 2027
Approving Body	Academic Board	Approval Date	9 November 2022
Policy Owner	Provost	Date first introduced	9 November 2022
Short description of amendment	<p>v11.0, 9 November 2022: Significant revisions made throughout the document including separating policy and procedure, adding greater detail to assessment design, adding tests to the procedure, updating and clarifying the extension process, revising the late submission penalty policy, and clarifying the re-mark procedure.</p> <p>v10.3, 18 July 2022: Section on extension requests reviewed and updated with changes made to the process and conditions; definitions added for clarity.</p> <p>v10.2, 13 October 2021: Updated logo. Section 14.2 reworded to clarify that feedback is provided 15 days from the due date of the assessment item (not from the date of receipt of the item).</p> <p>v10.1, 25 February 2021: Updated committee title associated with restructure. Clarified marks for tasks associated with additional assessment task in conjunction with an appeal being upheld and resolution of IC grade.</p> <p>v10, 21 October 2020: Section 8.2 - reworded, removing submission dates from Unit Outline, with still included in Unit Information and on Moodle course pages; Section 11.7 - updated wording to match Negotiated Assessment Submission Plan form with regard to who is eligible to approve the plan.</p> <p>v9, 11 March 2020: Reintroduction of Fail Supplementary Grade; Introduction of Additional Placement Grade; Inclusion of Negotiated Assessment Submission Plan; Update professional position titles; Clarification of resolution of Incomplete Grade processes.</p>		