

Assessment Procedure

Section 1 - Purpose and Scope

- (1) This Procedure implements the Assessment Policy.

Section 2 - Definitions

- (2) In addition to the definitions set out in the Assessment Policy:
- (a) **Census date** means the date by which a student's enrolment in a unit is finalised and is the last day that a student can vary or withdraw from the unit or units without incurring an academic penalty and/or financial liability. The census date for each teaching period is published on the ACPE's student calendar.
 - (b) **Feedback** means information provided to students on the quality of their work, in order to improve it. This information can take various forms including verbal, written, directed to an individual or to a cohort. Feedback may also refer to information provided to staff from students relating to assessment tasks.
 - (c) **Genuine attempt** of an assessment task is one where the student has made an effort to address the set task but has failed to reach the required standard of performance. For example, in a written assessment task, responses that are not substantial and/or contain only frivolous or objectionable material will not be considered genuine.
 - (d) **Hurdle requirement** is an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs.
 - (e) **Rubric** means the brief outline of the assessment criteria; a marking scheme or guidelines used to interpret and grade the student's work against the assessment criteria and standards.
 - (f) **Standard numerical grading** means the number that is associated with the grade (high distinction, distinction, credit and so on) that a student is awarded. It is called a grade as it does not represent the raw marks; it reflects where within the grading structure the student sits.
 - (g) **Unit Assessment Guide** provides consistent, reliable information to students about the assessments that are required to be passed for successful completion of the unit. The Unit Assessment Guide is made available on the Learning Management System the Friday before the start of the teaching period in which the unit is offered.
 - (h) **Unit Guidelines** set out broad parameters surrounding the delivery and assessment of student learning in units of study at ACPE.

Section 3 - Procedure

PART A: RESPONSIBILITIES OF STUDENTS AND STAFF

- (3) Students and teachers (and other academic staff) each have responsibilities as partners in the learning and assessment process.

Student responsibilities

- (4) Students are expected to:
- (a) actively engage with assessment tasks, including carefully reading the guidance provided (including the Unit Assessment Guide), understanding the criteria, spending sufficient time in undertaking the task and submitting work on time;
 - (b) read/listen, reflect and act on feedback provided to them;
 - (c) actively engage in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. seeking clarification or advice, negotiating learning contracts, understanding the grading criteria and rubrics);
 - (d) provide constructive feedback on the College's assessment processes and tasks through student feedback mechanisms (e.g. responding to student surveys, making suggestions for future offerings, student representation on committees);
 - (e) ensure that their work is their own; and
 - (f) be familiar with College policy and procedures and act in accordance with those policies and procedures; in particular, the Academic Integrity Policy and the Examinations Policy and the associated procedures.
- (g) The College will communicate these responsibilities to students during orientation.

Staff responsibilities

- (5) Heads of Department, Unit Coordinators and teaching staff are jointly responsible for designing and implementing assessment schedules that enable students to demonstrate their attainment of unit and course learning outcomes. Staff must:
- (a) advise students about the expectations relevant to specific assessment tasks by providing appropriate guidance, supporting material, standards and rubrics no later than the first week of the teaching period;
 - (b) regularly review and improve assessment tasks;
 - (c) assess student work fairly, consistently, transparently and in a timely manner;
 - (d) ensure moderation of all assessment tasks as per the Moderation Policy and Moderation Procedure;

- (e) provide marks, grades and feedback on assessment tasks in time for students to further improve their learning and performance wherever possible;
- (f) be able to justify student results against the stated criteria; and
- (g) be familiar with College policy and procedures and act in accordance with those policies and procedures.

PART B: ASSESSMENT DESIGN

- (6) Assessment forms a key part of the students' learning journey. Careful design and purposeful development of assessment tasks provide the foundation for a positive and successful experience for students and staff.
- (7) Assessment task questions and any associated instructions will be clearly worded and contain no ambiguities as to what students are expected to do.
- (8) Maximum weighting - No single assessment task can be worth more than 60 percent of the total assessment of the unit unless required by an external accrediting body.
- (9) The College seeks to foster assessment design and practices that are collaborative and promote continuous improvement among staff. Assessment practices are open and should be shared across disciplines, courses and units.

PART C: UNIT ASSESSMENT REQUIREMENTS

Group Work

- (10) The purpose of group work is to encourage peer learning and peer support. It should be:
 - (a) designed to promote collaboration between group members
 - (b) structured so that all students are able to demonstrate their attainment of all the learning outcomes of the task; and
 - (c) assessed where there is a learning outcome applicable to group work. The assessment may target group processes, the 'product' of the group processes or both.
- (11) The total contribution of group work to an individual student's final grade for a unit is to be no more than 30 percent.
- (12) Staff are responsible for monitoring groups to ensure that:
 - (a) the group's progress is satisfactory; and
 - (b) group members are collaborating effectively and fairly.
- (13) Students are responsible for communicating with their teacher or Unit Coordinator to ensure that:

- (a) the group's progress is satisfactory; and
- (b) group members are collaborating effectively and fairly.

Hurdle Requirements

- (14) A hurdle requirement is normally marked on a pass/fail basis and is required to pass the unit, but does not contribute to the final grade. Hurdle requirements that are not associated with marks/results are still regarded as assessment tasks for the purposes of the Assessment Policy and Assessment Procedure.
- (15) Hurdle requirements:
 - (a) Must be clearly specified in the Unit Assessment Guide including the requirements for performance and / or participation. This includes Work Integrated Learning where it is considered a hurdle requirement.
 - (b) Must be determined on pedagogical grounds.
 - (c) May be used only where it is appropriate to ensure fulfillment of unit and course learning outcomes.
 - (d) May be used to meet minimum competency standards or to demonstrate 'fitness to practice' for courses related to professional practice.
- (16) Where a student has made a genuine first attempt at a hurdle requirement but have failed to meet it, they may be given one further opportunity to meet that hurdle requirement.
- (17) A student, who has obtained a raw mark over 50, yet failed all available attempts to meet the hurdle requirement, fails the unit.

PART D – SUBMISSION OF ASSESSMENTS

- (18) Students are required to submit all text-based assessment tasks:
 - (a) electronically using the College's electronic learning management system, unless otherwise approved; and
 - (b) by 11.55pm "Australian Eastern Standard Time" on the due date, unless stated otherwise in the relevant assessment task description.
- (19) The College will archive all assessment tasks worth 20 percent or more, for the purposes of benchmarking, calibration, or grade review until the unit is next offered, unless otherwise approved.

Late submission

- (20) The College applies penalties to assessments submitted after the due date (unless approval has been granted for an extension). The penalty will be deducted from the total mark and are calculated as a percentage of the total mark available for the assessment as follows:

- (a) A late penalty of 5% per day will be applied for the first 7 days including the weekend.
 - (b) After 7 days the late penalty will increase to 10% per day including weekends.
- (21) Penalties for late submission of assessment where an extension has not been approved are to be consistently applied across all students enrolled in a unit.
- (a) Where an unforeseen or exceptional circumstance that is beyond the student's control or prior knowledge and which has affected their ability to submit an assessment task by the due date, the student may submit a formal application for Special Consideration as per the Special Consideration Policy. Students should not request an informal arrangement from their tutor, lecturer or Unit Convenor.
 - (b) Where an application for Special Consideration is approved and the outcome is an extension to the due date of a task, assessments received after the new due date will be subject to late penalties calculated from the new due date.

PART E: GRADING

- (22) Grades are awarded so that ACPE can provide a statement for students, which indicates the student's achievement in an assessment task or unit.
- (23) The College uses the following standardised grades that apply to learning achievement in assessment tasks:
- (a) High Distinction (HD),
 - (b) Distinction (D),
 - (c) Credit (C),
 - (d) Pass (P),
 - (e) Fail (F),
 - (f) Satisfactory (S) and
 - (g) Unsatisfactory (US).
- (24) The following grades are used solely for administrative purposes:
- (a) Fail Non-Attempt (FNA);
 - (b) Fail Incomplete (FI);
 - (c) Incomplete (I); and
 - (d) Withdrawn (W).

Grade Descriptors

- (25) While assigned grades assume some level of comparability in meaning across the College, these descriptions must be interpreted within the context of the unit, the discipline and the level of study.

For example, the complexity required of responses to assessment tasks in the final year of a degree would be substantially higher than for assessments in the first year.

(26) Assessment criteria must be aligned to the standards described in the grade descriptors as set out below.

Grade	Numerical Range	Description
High Distinction (HD)	85 - 100	A High Distinction response is characterised by sustained, superior quality in satisfying the requirements of the assessment task and unit outcomes. The response demonstrates an insightful understanding of the knowledge required and a high level of skill performance. It avoids all minor errors in style and/or performance.
Distinction (D)	75 - 84	A Distinction response is characterised by high quality in satisfying the requirements of the assessment task and unit outcomes but is less sustained than for a High Distinction. The response demonstrates a predominantly insightful understanding of the knowledge required and a high level of skill performance. It may exhibit rare minor errors in style and/or performance.
Credit (C)	65 - 74	A Credit response is characterised by work that capably satisfies the requirements of the assessment task and unit outcomes. The response demonstrates a well-rounded grasp of the knowledge and skills required. It may exhibit occasional minor errors in style and/or performance.
Pass (P)	50 - 64	A Pass response is characterised by work that satisfies the requirements of the assessment task and unit outcomes. The response demonstrates a competent grasp of the knowledge and skills required. It may exhibit occasional minor errors in style and/or performance. Consistent errors especially in relation to knowledge and understanding are not acceptable at this or any other higher level.
Fail (F)	0 - 49	A Fail response is characterised by work that does not satisfy the requirements of the assessment task and unit outcomes. The response contains frequent errors in the knowledge and skills required. It may also exhibit poor communicative competence and major errors in style and/or performance.
Satisfactory (S) versus Unsatisfactory (US)		In some units, the grading system may make more sense organised on a satisfactory/unsatisfactory (pass/fail) basis. If such a grading system is employed,

		the appropriate descriptors for a criteria-based assessment model are to be used.
Fail Non-Attempt (FNA)		The Fail Non-Attempt grade indicates that the student did not complete any mandatory unit requirements (including assessment tasks and/or other unit requirements as specified in unit documentation). This grade applies only to students who remained enrolled after Census Day in each teaching period.
Fail Incomplete (FI)		The Fail Incomplete grade indicates that the student did not complete all mandatory unit requirements (including assessment tasks and/or other unit requirements as specified in unit documentation). This grade applies only to students who remained enrolled after Census Day in each teaching period.

- (27) An **Incomplete grade ('I')** may be awarded due to extenuating circumstances, at the discretion of the Unit Coordinator in instances where the student has presented work of a good standard but has not completed an assessment due to extenuating circumstances (for example, certified illness on examination day). Where an Incomplete grade has been awarded:
- It is the student's responsibility to submit all necessary work so that the 'Incomplete' can be finalised no later than the end of the fourth week after the publication of grades for the teaching period.
 - Where a student has failed to submit the necessary work within the required timeframe will result in the conversion of the 'Incomplete' to a 'Fail.'
 - In exceptional circumstances, the Dean and Head of Department have the authority to vary the deadline for completion of assessment tasks. All extensions to the deadline for completion under this subclause must be reported to the Academic Examiners' Committee.
- (28) **Withdrawn (W)** indicates that the student withdrew from the unit after the census date and obtained approval for academic and financial penalty to be waived due to documented special circumstances.

PART F: GRADING PRACTICES

- (29) Assessment tasks, with the exception of all final assessments, must be marked and made available to students within 15 working days of the submission date unless otherwise specified in the Unit Assessment Guide.
- (30) Graded assessment tasks and the marks awarded are returned to students via the Learning Management System.

- (31) At the completion of each unit, students are awarded an overall grade. This is disclosed to students via a grade and standardised numerical mark (not a raw mark).
- (32) At the completion of a degree, students will receive their grades and standardised numerical mark on their transcripts.

Grading Process

- (33) Academic staff use the following guidelines for grading:
- (a) Assess each piece of work, moderate, report and record student assessment results.
 - (b) be alert to implicit and explicit forms of bias in marking. Where appropriate, staff should de-identify examination scripts before they are marked.
 - (c) At the end of a teaching period, total the assessment scores for each student and produce a distribution of raw marks for the unit.
- (34) The Head of Department may recommend to the Examiners Committee an adjustment of marks (to 50) or a supplementary assessment, for students who attain a raw mark of 47 – 49.4.
- (35) A supplementary assessment may be considered for students who:
- (a) have made a genuine attempt at all assessment tasks; and
 - (b) have provided evidence of meeting Special Consideration requirements, and
 - (c) have not had any penalties applied for Academic Dishonesty within the unit.
- (36) Students who have failed under any of the following circumstances may not be considered for a possible adjustment of the failure to a pass grade or a supplementary assessment, if they:
- (a) have been penalised for academic misconduct level 2 (minor plagiarism) or level 3 (major plagiarism) in the unit; or
 - (b) have not submitted or made a genuine attempt for all assessment tasks (unless it warrants special consideration).
- (37) Students seeking approval for a supplementary assessment must submit a Grade Appeal or Special Consideration application for consideration pursuant to the Grievances, Complaints and Appeals Policy and Procedure and/or the Special Consideration Policy and Procedure.

Adjustment of marks

- (38) The College adopts a standards-based approach towards grading.

- (39) In certain circumstances, the marks given to students in a given cohort may be adjusted to ensure that:
- (a) the quality of marking across a group of students is consistent;
 - (b) the grades awarded are a valid indicator of the achievement of a cohort; and
 - (c) unforeseen circumstances that arise during the assessment period or across the assessment lifecycle are rectified.
- (40) Examples of the type of circumstances where marks may be adjusted include the following:
- (a) A cohort from one tutorial group has a considerably different average mark from the cohorts in other tutorial groups due to marking inconsistencies.
 - (b) The average mark for the cohort differs considerably from their performance in other assessments in the same unit.
 - (c) A single examination question, problem or assessment task proves problematic.
 - (d) Unanticipated anomalies in the shape of mark distribution occur (for example, marks are highly concentrated in a narrow band around the median).
- (41) Where marks are adjusted under this Part:
- (a) the raw marks and the marking rationale must be available to the Examiners' Committee for approval;
 - (b) the adjustment must apply to all raw marks of the cohort and not reverse rank order any student;
 - (c) the rationale for the mark adjustment and the impact on marks must be clearly recorded and maintained; and
 - (d) the system used to identify potential units for mark adjustment must be transparent.
- (42) Where marks are to be adjusted, the method of the adjustment should be suited to the form of assessment. Examples include but are not limited to:
- (a) common increment method by adding a fixed number of additional marks to all students in the given cohort;
 - (b) linear or base reduction method by multiplying raw score by a common fixed factor if it appears that in effect the work was marked out of less than 100%, due to an error in a question or a marking scheme or because some part of the assessment was too difficult;
 - (c) curving method which orders the raw scores from highest to lowest and then partitions them into grade categories based on a predetermined distribution pattern.

PART G: GRADE POINT AVERAGE

(43) A Grade Point Average (GPA) is a calculation that reflects the overall grades of a student in a coursework program. It is calculated on the basis of the units completed at ACPE towards the course. It does not take into account credit points granted through Recognition of Prior Learning (RPL) or non-award study.

(44) The GPA are calculated on a 7-point scale as detailed below:

	Mark Range	Points
HD	85-100	7
D	75-84	6
C	65-74	5
P	50-64	4
F	0-49	0

Related documents

This Procedure should be read in conjunction with but not limited to:

- Assessment Policy
- Academic Integrity Policy and Procedure
- Diversity, Equity & Inclusion Policy
- Diversity, Equity & Inclusion Procedure
- Examinations Policy and Procedure
- Grievances, Complaints and Appeals Policy and Procedure
- Moderation Policy and Moderation Procedure
- Student Consultation Policy

Legislation

- Higher Education Standards Framework 2021 (Threshold Standards)
- Australian Qualifications Framework

Document Administration

Procedure Name	Assessment Procedure
Procedure Owner	Dean
Approval Authority	Academic Board
Approval Date	15 December 2022
Effective Date	As at Approval Date
Next Review #	Three years from the Approval Date
Amendment history	
Version 1:	Assessment Policy and Procedure first approved March 2018. Subsequent changes to reflect changing corporate structure, staff roles and structure and improved clarity in relation to specific content. This version: revised into new template and separate Policy developed. Unit Guidelines added to definitions.

Unless otherwise indicated, this Policy will still apply beyond the review date.