

# Assessment Policy

## Scope

This policy is applicable to Kaplan Higher Education Pty Ltd, trading as Murdoch Institute of Technology ("School").

## Purpose

The purpose of the Assessment Policy is to:

- outline the principles that underpin the approach to the development and implementation of assessment for its courses
- establish the responsibilities and obligations of the School and its students in relation to assessment
- set out the procedures, rules and regulations governing assessment

## The Assessment Process

Quality in assessment practices will ensure that appropriate standards and rigour exist in all subjects and programs. Assessment is dependent on the proper exercise of professional judgement on the part of assessors, and proper moderation to test that good learning is being professionally assessed and occurring. The School is committed to a continual process of evaluation of its faculty and to their professional development.

The following information provides details of the stages in the assessment process. These stages are provided to facilitate the design, development and implementation of assessment.

## Designing the assessment

### Assessment standards

The following standards underpin the development of assessment strategies

1. Assessment will comply with the principles of fairness, equity, validity, reliability, flexibility, authenticity and sufficiency.
2. Assessment will involve the evaluation of sufficient evidence to enable judgments to be made about whether the subject learning outcomes and related course outcomes have been achieved.
3. Assessment will focus on the application of knowledge and skill to the standard of performance required in the workplace and will be aligned with the generic attributes of a graduate
4. Assessment will comply with the assessment requirements specified in the AQF guidelines and will lead to the issuing of a qualification and be completed in English.
5. Assessment results for will be validated by an internal Board of Examiners meeting, with courses referred to the Grade Ratification and Assessment Committee.
6. Students will be provided with information about the assessment process, the context and purpose of the assessment tasks, the penalties for late submission and the procedures for reassessment and appeals of assessment results, at the beginning of each teaching period in the subject outline
7. Formative assessment will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks.

8. Summative assessment will be used to determine a student's level of knowledge and skill progressively and at the conclusion of a subject. It certifies the attainment of a standard, and is used as the basis for progression in a course.
9. The assessment process will provide for credit transfer, recognition of prior learning and recognition of professional and, where applicable, workplace experience.

### Assessment events

The following principles apply to assessment events:

- each subject will contain at least two assessment events constructed in a form and conducted in a manner appropriate to the subject and student cohort.
- each assessment event should have a value of no more than 60% or no less than 10% of the total assessment weighting requirement. Variations to this general pattern may be approved by the MIT Board of Examiners as required to ensure that assessment events are appropriate to the subject and the learning outcomes.
- in the first subjects of a program early assessment events should be used as a basis for development of early intervention programs.

### Assessment instruments

Assessment instruments, which may include examinations, in-class tests, written papers, presentations, participation, wikis, quizzes, simulations, journals, group work, discussion forum presentations etc, will be designed and developed:

- to reflect the integration and application of skills, knowledge and attitudes required for the learning outcomes being assessed
- to ensure that students have an equitable opportunity to demonstrate their level of achievement in relation to the purpose of the subject
- to ensure they are appropriate for the Australian Qualifications Framework (AQF) level of the course

## Conducting the assessment

### Supporting the student

Strategies to support students through their learning and assessment are provided. Some of the methods available to students, depending on the course they are enrolled in may include:

- access to staff through consultation
- study support skills programs run by staff
- opportunity to practise and acquire skills and knowledge through self-assessment items and other resources
- Support staff who can assist students with specific study needs such as special consideration, reasonable adjustment, basic literacy, numeracy or English.

## Assignments

Where an assignment has been used in assessment, it should:

- Stimulate the student's interests in the subject
- Gauge the student's level of understanding of the subject contents
- Nurture the student's analytical and strategic planning skills as well as writing skills
- Establish a correlation between theories, practice, and the student's experiences

Accordingly a passing grade assignment will:

- Demonstrate an understanding of the content of the subject by succinctly defining and illustrating the theories, concepts and principles described in the subject
- Cite reading materials, books, periodicals, essays, and figures of authority to support the conclusions reached
- Apply the learnt knowledge within the subject to demonstrate mastery of the main concepts and ideas and capacity for in-depth analysis
- Illustrate that the student has engaged with the content

A higher mark will be awarded to assignments that meet the relevant standard and more specifically will demonstrate the student's ability to relate to, as well as apply their knowledge and concepts learnt, rather than simply answering in a way which regurgitates materials from the textbooks. These higher level assignments will demonstrate originality, creativity and innovative capacities.

### Assignment Submission

Assignments must be submitted in accordance with the instructions provided with the assignment.

Assignments that are submitted on time will be marked and graded according to the grading system.

### Late submission of assignments

Penalties will be imposed on late assignment submissions in accordance with Table 1 unless the student has been granted an extension. All extension requests need to be accompanied by supporting documentation and to be made before the assignment submission due date.

Extensions will only be approved if there are medical reasons or extenuating circumstances. Being busy with other work is not a valid reason for an extension

Table1: Late assignment submission penalties

Number of days late	Penalty
1 - 9 days	5% per day for each calendar day late deducted from the total marks available
10 - 14 days	50% deducted from the total marks available
After 14 days	Assignments that are submitted more than 14 calendar days after the due date will not be accepted and the student will receive a mark of zero for the assignment(s).
Note	Notwithstanding the above penalty rules, assignments will also be given a mark of zero if they are submitted after assignments have been returned to students.

## Examinations

Examinations will vary in length and type may be a combination of short answer or essay type questions, or multiple choice questions. No examination will be longer than 3 hours.

Final grades are awarded in accordance with the standardised grading systems.

In marking examinations the assessor will consider the following:

- Relevance of the answer to the question or task set
- Logical planning and sequence
- Overall presentation, including correct grammar, spelling and punctuation
- Comprehensive coverage reflecting mastery of set readings and text
- Demonstrated capacity to relate theory to practice

The mark awarded will be guided by and reflect specific application of the standards in Table 2.

## Date, Time & Place of Examination

Examinations are held in accordance with the program timetable and are scheduled to ensure that a student's academic demands are taken into consideration. No student will be required to sit more than two examinations in one day. Details of the assessment due dates for a subject are available in week 1 via the subject outlines. The examination timetable will be released by the end of week 12.

## Examination rules and regulations

Students are required to abide by the Examination Rules and Regulations. These are:

- Students should arrive at the examination venue at least 10 minutes before the commencement of reading time, as all examinations will begin on time.
- Where provided students should find their name/seat number on the examination list and then proceed to their assigned seat. If no list is present, students should find a vacant seat.
- Silence is to be observed as soon as students enter the examination venue. If students need to speak to an invigilator, they should raise their hand.
- No-one is to be admitted to the examination room after the first 30 minutes. There will be no provision made for students who miss the examination to re-sit the examination, unless the student is eligible for an exam on grounds of special consideration
- The first 10 minutes of the examination is reading time. The students are not allowed to write during the reading time.
- Students are not permitted to leave the examination room during the first 30 minutes or during the last 15 minutes of an examination.
- No extra time will be given to students who are late, regardless of the reason.
- Students are allowed temporary leave of absence from the examination room at the discretion of the supervisor for a visit to the toilet or due to illness.
- Material which is permitted for use during the examination will be specified by the teacher prior to the exam period and on the cover of the examination paper.
- Calculators are allowed in an examination only if specified as permitted material. Students are to clear the memories of programmable calculators and remove them from calculator cases before taking them into the examination room.

- All other electronic devices such as mobile phones, laptops, MP3 players, handheld computers or dictionaries are not permitted in the examination room unless otherwise specified. Paper dictionaries are permissible at the approval of the invigilator.
- Students are permitted to take pens, pencils and erasers into the examination room. Pencil cases must be placed underneath the desk.
- There is to be no lending or sharing of equipment among students.
- Students are permitted to take purses and wallets into the examination room and must place them under the desk or in their bags. Bags must be placed in the areas provided at the rear or sides of the examination room.
- Food and beverages are not to be taken in the examination venue except for items such as medication, glucose sweets and water.
- The wearing of hats or other head gear is not allowed during examinations unless authorised.
- Students are not permitted to bring scrap paper into an examination. All rough workings are to be done on the blank sides in the script books provided.
- Students are not permitted to remove the exam papers, booklets, scrap paper, or other items that may be deemed to put the examination, or future examinations at risk from the examination room.
- External invigilators may be employed at exam venues to manage the examination. Information on the administration of these events will be provided to invigilators at these venues.
- Appropriate strategies are employed to ensure that examination papers are kept secure at all times.

## Students with special needs or circumstances

Support is provided for students with a range of needs. These are outlined below.

### Reasonable adjustment

Reasonable adjustment is the process used to ensure that a student with documented special needs is still able to attempt the assessment requirements of a subject by modifying or adjusting the assessment without lessening the quality or demand of the assessment. The determination of 'reasonableness' requires judgement that must take into account the impact on the organisation and the need to maintain the integrity of the subject or the learning outcome.

Adjustments/assistance students receive (without compromising the academic integrity of the course) will be based on the documentation provided and discussions with the student and staff. Reasonable adjustment may include (but not be limited to):

- the use of adaptive technology or equipment (e.g. seating, PC)
- alternative methods of assessment, such as oral assessment
- individual conditions of assessment (e.g. seating arrangements, toilet/rest/exercise breaks, bite sized food/drink)
- large print materials and/or coloured exam paper
- scribes (up to 10 minutes per hour additional time), or
- additional time during an examination for resting/writing (up to 10 minutes per hour)

For further information speak to an Academic Advisor.

## Special consideration

Students may apply for special consideration if, through events such as serious illness, bereavement or personal trauma they are prevented from completing an assignment or sitting an examination, or if they feel their performance in the assessment item has been affected by the event.

Applications for special consideration must be made using the 'special consideration form' as soon as possible before the due date of the assessment (or within 24 hours after the event). Options for students may include:

- deferring the assessment to the next study period the subject is offered
- sitting the exam at another scheduled date
- completing an additional assessment item
- having their assessment grade or final grade adjusted, or
- having extra time to complete their assignment (or complete a different assignment if available)

Work pressures and other personal or business commitments, unless exceptional, will not be accepted as valid reasons for special consideration. Students feeling the negative impact of these pressures should discuss their enrolment with their nominated student advisor.

Records of all applications for special consideration are retained including, the basis on which the decision for special consideration is made and any changes made to a student's records or results.

## Deferred examination

In some cases deferred assessments are permitted. A student may be permitted to take a deferred examination if he/she missed the scheduled examination for any of the following reasons:

- The student was too ill to attend the examination.
- The student experienced personal accident or trauma on or within two days prior to the scheduled examination, which was likely to adversely affect the student's performance in the examination
- The student experienced circumstances on the day of the examination that were likely to adversely affect the student's performance in the examination

A student who is allowed to defer an examination with valid medical, compassionate or religious grounds must submit the necessary documents to the School within 24 hours of the relevant incident or no later than 24 hours past the exam date, unless exceptional circumstances prevent contacting the School. Requests received later than this will be considered invalid. If a student feels unwell but chooses to stay in the exam room and participate in the exam, this precludes the student from the right to a deferred exam, even if the student procures a medical certificate.

## Assessment Review and Attrition

Students enrolled in designated first year subjects are supported with assessment that is both formative and developmental in flavour to build students' skills and confidence. As such the School will endeavour to:

- make special provision for students in their first year of study to assist them to negotiate successfully the expectations underpinning any assessment task
- make use of academic skills development staff in teaching students approaches to assessment tasks in the first year of study
- monitor the assessment performance of first year students as a means of ensuring early intervention in cases where academic progress is not consistent with course expectations

- identify levels of attrition in units and courses and in particular in first year units and implement specific practices to reduce attrition in that unit.
- Offer support to any student on any key assessment task that has been given an initial grade of 'fail'

## Marking and providing feedback

### Marking and assessment criteria

Marking an assessment will be conducted in accordance with the Marking Guides provided. The School uses a criterion based-referencing approach to assessment where students are assessed against a pre-determined set of criteria.

### Feedback to students

Constructive feedback is provided to students in a timely manner throughout the trimester and assessment process. Methods of providing feedback in the formative stages of learning may include:

- self-assessment exercises and learning activities throughout the subject material
- summaries that check a student's progress
- individual feedback on a student's assessment
- modified answer guides provided to the cohort in the form of a summary sheet.

Feedback following summative assessment should provide students with sufficient information to act on any identified competency or learning gaps.

## Reporting results

### Pass requirements

Students must achieve a combined result from all assessment events of at least 50% to pass the subject.

If a student fails an individual piece of assessment they will be eligible to continue in the subject and attain a pass in the subject, provided their combined result from all assessment events in the subject is 50% or above.

Individual subjects may impose additional assessment requirements, for example, requiring a reasonable attempt in all assessment events, a specified pass mark in the examination and/or assignment to achieve a pass in the subject.

If a student fails to submit a piece of work they may be required to submit additional or supplementary work.

If a student fails a core or compulsory subject, the student will be required to repeat the subject as per the scheduled delivery of the course including all assessment items and any fees.

International students who have failed 50% of their enrolled subjects in two study periods will be reported via the online PRISMS system for failing to meet course requirements as part of their visa condition 8202.

### Internal results moderation and Grade ratification

The Grade Ratification and Assessment Committee is a subcommittee of the Academic Board. This Subcommittee ensures that the School's courses have adequate academic and operational procedures in place for the development and facilitation of examination and assessment procedures. Following completion of marking, and prior to their release, final results for each subject are reviewed by this Committee. The Committee will compare the results with previous equivalent subject results (including



mean, success rate and pass rate) and may: accept the results; order a review; or scale the assessment marks.

### Provision of Assessment results

Results for formative assessment events are normally available between two to four weeks after the event due date. Final results are generally available 4 weeks after the final assessment event due date.

To ensure student confidentiality and compliance with privacy legislation assessment results will not be released over the telephone, by email or to another party without the student's written permission. Students may obtain a copy of the Privacy Policy from the website.

### Assessment results

Subject results on student records and transcripts will be recorded as grades. Grades at MIT for pathways and diploma programs are based around grading systems at Murdoch University, accordingly the percentage range varies as per Table 2 below.

**Table 2: Final assessment grades**

Notation	Grade	% range
HD	High Distinction	80%–100%
D	Distinction	70%–79%
CR	Credit	60%–69%
P	Pass	50%–59%
N	Fail	0%–49%
DNS	Fail – did not participate in 50% or more of assessments	
EX	Exempt	
AWR	Awaiting Result	
W	Withdrawn	
DEF	Deferred	
EXP	Expelled from College	

## Grade point average (GPA)

In some cases students may require the issuing of a Grade Point Average. The following guidelines are use for the determination of a GPA

### Grades and associated Numeric Grade value:

Grade	Value
High Distinction (HD)	7
Distinction (D)	6
Credit (C)	5
Pass (P)	4
Fail (F)	1.5
Absent Fail (AF)	0
Withdraw Fail (WF)	0



A Non-Graded pass is not normally included in the calculation of GPA, but if it is required to be included, then the assigned grade value is 4. Courses for which credit transfer has been awarded will not be included in the GPA calculation. GPA is calculated by using the following formula:

$$GPA = \frac{\sum V \times P}{\sum P} \text{ where } V = \text{Numeric Value of Each Grade and } P = \text{Unit Value of each subject}$$

## Review of assessment items

Policies and procedures are implemented for dealing with queries that students may have about the marking of their assessment items and any complaints and/or appeals that may result following this query.

In the first instance students should contact their Teacher if they believe that there has been:

- a calculation error in the totalling of marks for an assessment item or items
- questions, or parts of questions that have not been marked in an assessment item
- little or no feedback provided on the assignment (no feedback is provided for exams).

The School will then complete a check of the calculations or arrange for the original or another qualified marker to complete the marking or provide feedback relative to the marks awarded. There is no fee for this service.

Where a student believes their assessment item has been marked incorrectly (separate to those listed above), they may apply to have that assessment item re-marked once only. There may be a fee for this service. The re-mark process is outlined below:

- The student must submit a completed 'Re-mark request form' available from the website, within 3 to 5 working days of release of the assessment results.
- The student will be advised if the re-mark is approved with 5 working days.
- The School will arrange for an independent marker to re-mark the original assessment submitted.
  - If the original marking is accurate the student will be informed within fifteen (15) working days of the re-mark request and the original mark allocation will stand.
  - If the original marking did not accurately reflect the result of the assessment item, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that assessment item. The student will be advised of the amended mark within fifteen (15) working days of the re-mark request form being received.
  - Where the original assessment is a 100% multiple choice examination, the computer answer sheet will be manually re-marked.
- Students who wish to lodge a complaint about the re-mark process (not the academic judgement used in re-marking their assessment item) should refer to the Complaints and Appeals policy.

## Guidelines for releasing student marks

Each study period shall have a designated Results Publication Date which is approved by the School Academic Board for each calendar year. The Results Publication Date shall be no less than 7 calendar days and no more than 28 calendar days from the designated End Date for the study period. The results for subjects taught in the Study Period shall be released on the Results Publication Date for that study period.

The release of marks does not entitle the student to contest the allocation of marks or the quality assurance processes adopted to ensure equity within and between student cohorts.

Students are entitled to access raw and adjusted marks for their assessments for a period of up to 6 months from the date marks are released. Any appeals must be within the specified guidelines.

### Viewing examination papers

Students may view their marked examination papers (paper based and computer answer sheet) under supervision up to 4 weeks after the results have been released. Requests to view examination papers should be made separately in writing to the Student Services office within 7 days of the release of results. Students may not copy the examination paper or remove it from the premises.

## General information

### Rights and responsibilities

#### Students have a right to:

- be informed of all aspects of assessment policies and practices;
- consistent application of policies and practices;
- the timely return of the results with appropriate feedback;
- information which allows them to calibrate their performance against the criteria for each subject;
- review their assessment papers for the duration of the assessment retention period (usually 6 months);
- have access to their student file and any other documents relating to the assessment;
- appeal against academic decisions made on the basis of flawed processes, during the appeal period; and be informed of mechanisms for appeal.

#### Students have a responsibility to:

- behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage another student, or put the School at risk;
- be aware of the rules of progression for each subject and the requirements for the award;
- be aware of, and abide by any education policies available on the web site (including assessment, progression, academic misconduct and grievance);
- be aware of the means for seeking assistance within the School and to notify advisors as early as possible if difficulties arise with the timing or other requirements of assessment tasks
- be aware of any requirements, including timetables, for examinations and other assessment tasks;
- submit assessment items on time, including a declaration that the assignment is their own work and that they are aware of the requirements relating to collusion and plagiarism;
- advise the School of any substantial absence and be aware of the appropriate use of medical and other certificates in applications for special consideration.

#### The School has a responsibility to ensure that:

- academic policies are explicit and consistently applied;
- assessment practices are explicit, fair, transparent and consistent across the institution and are available to staff and students;

- information on assessment type, weighting and due week is available to students at enrolment;
- resources are available to provide staff and practitioners with access to information and expertise on the theory and practice of assessment;
- formative and summative feedback is available to students in a timely manner;
- assessment tasks reflect the relevant learning outcomes of the subject, the outcomes of the course and the generic attributes of graduates, as appropriate to the academic level of the students;
- examination scripts and other forms of summative assessment are held for the mandated script retention period and appeal period for review by students;
- any scaling or adjusting of marks is undertaken with appropriate strategies;
- staff and practitioners have the opportunity to evaluate their own performance based on agreed standards and other methods of feedback;
- students privacy is maintained in relation to any matters relating to assessment;
- staff do not discuss results or disclose personal information about students to anyone who does not have a legitimate right and need to have access to the information in order to carry out their duties.

## Responsible Officer

The responsible officer for the implementation and relevant training of this policy is the Vice President, Academic.

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1.0	Quality & Standards Group	Unpacking of one document into existing document	01.01.2014	01.01.2014
1.1	Quality & Standards Group	Format and wording changes to align across all businesses	22.05.2015	15.06.2015
1.2	Academic Quality and Governance Group	Removal of section permitting supplementary exams where students receive a grade between 45%-49%	03.12.2015	17.12.2015
1.3	Academic Quality and Governance Group	Minor change made to remove two references to higher education in policy, page 1 and 7 to accurately reflect MIT scope of operations which include Foundation and English Language courses. Update also made to reflect correct nomenclature of Grade Ratification and Assessment Committee.	21.03.2016	21.03.2016