

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 programs;
- establish the responsibilities and obligations of the School and its students in relation to assessment; and
- 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 programs and units. 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 of 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, consistency validity, reliability, authenticity and sufficiency.
2. Assessment will involve the evaluation of sufficient evidence to enable judgments to be made about whether the unit's learning outcomes and related program outcomes have been achieved.
3. Assessment will focus on the application of knowledge and skills to the standard of performance required in subsequent units of study and will be aligned with the generic attributes of a graduate.
4. Assessment will comply with the assessment requirements specified in the Australian Qualifications Framework (AQF) guidelines and will lead to the issuing of a qualification and be completed in English.
5. Students will be provided with information about the assessment process, the context and purpose of the assessment tasks, the criteria used for assessment of tasks, the penalties for late submission and the procedures for reassessment and appeals of assessment results, at the beginning of each teaching period

6. Formative assessment will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks.
7. Summative assessment will be used to determine a student's level of knowledge and skill progressively and at the conclusion of a unit. It certifies the attainment of a standard and levels of achievement in regards to the learning outcomes, is used as the basis for progression in a course.

Assessment Events

The following principles apply to assessment events:

- each unit will contain at least two assessment tasks constructed in a form that is in constructive alignment with learning outcomes and reflects the AQF level of qualification.
- each assessment event should have a value of no more than 60% or no less than 5% of the total assessment weighting requirement. Some hurdle tasks could be considered mandatory requirements within a unit of study but not allocated a percentage value. 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 unit and the learning outcomes.
- in the first weeks of a unit, formative assessment events should be used as a basis for the development of feedback and, where necessary, early intervention programs.

Variations to this general pattern may be approved by the Teaching and Learning Committee, the Grade Ratification and Assessment Committee, or the Academic Director and Academic Manager as required to ensure that assessment events are appropriate to the unit and the learning outcomes.

Assessment Instruments

Assessment instruments, which may include a range of types of assessments such as: 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 aligned to the learning outcomes being assessed;
- to ensure that students have an equitable opportunity to demonstrate their level of achievement in relation to the learning outcomes of the unit.;
- to ensure that no assessment type is to be repeated within the same unit for that study period.
- to ensure they are appropriate for the Australian Qualifications Framework (AQF) level of the course (Diploma programs only).

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 workshops run by staff
- opportunity to practise and acquire skills and knowledge through "in-class activities" and other resources
- support staff who can assist students with specific study needs such as special consideration, reasonable adjustment, basic literacy, numeracy or English.

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 via a "Request for Extension of Submission or Special Consideration". All "Requests for Special Consideration" must be accompanied by supporting documentation and made before the assignment submission due date or no later than 24 hours after the due date.

Extensions will only be approved if there are medical reasons or extenuating circumstances.

Table 1: Late assignment submission penalties

Number of calendar days late	Penalty
1 - 9 calendar days	5% per 24 hour period late submission deducted from the total marks available.
10 - 14 calendar days	50% deducted from the total marks available.
After 14 calendar days	Assignments that are submitted more than 14 calendar days (14/24 hour periods) 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 set out in the unit outline and in accordance with the criteria outlined against the assessment task or examination.

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 unit are available in week 1 via the unit outlines. The examination timetable will be released by the end of week 10.

Students with Special Needs or Circumstances

Students with special needs such as a disability, medical condition or other recognised and documented specific needs can access additional support for assessments, as outlined below but are not limited to:

Reasonable Adjustment

Reasonable adjustment is the process used to ensure that a student with documented special or extraordinary needs is still able to attempt the assessment requirements of a unit by modifying or adjusting the assessment without lessening the quality or demand of the assessment. The determination of 'reasonableness' requires a judgement that must take into account the impact on the organisation and the need to maintain the integrity of the unit 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. The 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
- additional time, or
- additional time during an examination for resting/writing (up to 10 minutes per hour)

For further information, please contact the Academic Manager.

Special Considerations

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 unit is offered
- sitting the exam at another scheduled date and/ or location
- 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 the Student Support Officer.

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 affect the student's performance in the examination adversely;
- the student experienced circumstances on the day of the examination that was likely to affect the student's performance in the examination adversely.

A student who is allowed to defer an examination with valid medical, compassionate or cultural 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 enter 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

All students are supported with assessments that are both formative and developmental to build students' knowledge, skills and confidence. As such the School will endeavour to:

- provide students with assistance in negotiating successfully the expectations underpinning any assessment event
- make use of academic skills development staff in teaching students approaches to assessment tasks;
- monitor the assessment performance of students as a means of ensuring early intervention in cases where academic progress is not consistent with course expectations;
- identify levels of success in units and implement specific practices to reduce failure rates in that unit;
- offer support and provide relevant feedback 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 that are clearly aligned to the achievement of learning outcomes.

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 unit material
- individual feedback on a student's assessment
- modified marking 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.

Teachers will provide students with grades and comments on submitted work after each assessment.

Reporting Results

Pass Requirements

Foundation Studies/MUPC and Diploma Students must achieve a combined result from all assessment events of at least 50% to pass the unit.

If a student fails an individual piece of assessment, they will be eligible to continue in the unit and attain a pass in the unit, provided their combined result from all assessment events in the unit meet the pass criteria.

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

If a student fails a core unit, the student will be required to repeat the unit as per the scheduled delivery of the course including all assessment items and is subject to fees for the repeated unit.

Students on an Overseas Student Visa who have failed 50% or more of their enrolled units in two study periods or have failed the same unit three times, may 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

For higher education courses, the Grade Ratification and Assessment Committee is a subcommittee of the Academic Board. This Sub-committee 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 unit are reviewed by this

Committee. The Committee engage in an evaluation and critique of the results of each unit and may: accept the results; order a review; or scale the assessment marks.

Provision of Assessment Results

Results for all assessment tasks are normally available within two weeks after the event due date. Final results are generally available 2 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

Unit results on student records and transcripts will be recorded as grades. Grades at MIT for pathways and diploma programs are based on Murdoch University Policy on Grading Systems, 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%
AF	Absent Fail - Indicates that a student did not submit or sit any assessment events for a unit the student did not formally withdraw from the unit.	
EX	Exempt - Indicates that a student has achieved the assessment requirements for the unit through the previous study or through mutual recognition.	
W	Withdrawn	
DEF	Deferred - A temporary result indicating that a student has been prevented from completing an assessment through illness or exceptional circumstances and a formal application for special consideration has been approved. Deferred units should be finalised by the end of the next trimester in which the unit is offered.	

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. The re-mark process is outlined below:

- The student must view the paper before requesting a remark. The student may delegate the viewing to a person of their choosing.

- The student must submit a completed 'Re-mark Request form' available from the website, within 3 to 5 working days of the release of the assessment results.
- The student will be advised if the remark is approved within 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 would 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.

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 *Grievances, Complaints and Appeals Policy*.

Guidelines for Releasing Student Marks

Each study period shall have a designated Results Publication Date which is approved by the Kaplan Higher Education (KHE) Academic Board – dictated by the School's Academic Calendar. 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 units 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 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 Academic Manager or delegate, within five (5) working days of the release of results. Students **must not** copy the examination paper or remove it from the premises.

Rights and Responsibilities

Students have the 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 unit;
- 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 the 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 unit and the requirements for successful completion of their course;
- be aware of, and abide by any education policies available on the website (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 the responsibility to ensure that:

- academic policies are explicit and consistently applied;
- assessment practices are explicit, fair, and transparent and consistent across the institution and are available to staff and students;
- information on assessment type, weighting and the due date is available to students in the first week of teaching;
- 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 are aligned to the relevant learning outcomes of the unit, the outcomes of the course and the generic attributes of graduates, as appropriate to the academic level (AQF) of the course ;
- 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 under the auspices of the GRAC;
- 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.

Relevant Legislation and Policies

As a registered provider, Murdoch Institute of Technology operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

Below, please find the most relevant legislation which apply to this policy:

- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)
<https://www.legislation.gov.au/Details/C2017C00271>
- Higher Education Standards Framework 2015 <https://www.legislation.gov.au/Details/F2015L01639>

- Education Services for Overseas Students Act 2000 (ESOS Act 2000)
<https://www.legislation.gov.au/Details/C2018C00210>
- Education Services for Overseas Students Regulations 2001
<https://www.legislation.gov.au/Details/F2016C00681>
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
<https://www.legislation.gov.au/Details/F2017L01182>
- Australian Qualifications Framework <https://www.aqf.edu.au/>
- Disability Discrimination Act 1992 <https://www.legislation.gov.au/Details/C2018C00125>
- Disability Standards for Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>
- Privacy Act 1988 <https://www.legislation.gov.au/Series/C2004A03712>

Other policies associated with this policy, to be found currently at following link:
<https://www.murdochinstitute.wa.edu.au/policies/>

- Academic Integrity and Conduct Policy
- Attendance Policy
- Code of Practice
- Course and Unit Development and Review Policy
- Diversity, Inclusion and Equity Policy
- Grievances, Complaints and Appeals Policy
- Learning Facilities and Resources Policy
- Privacy Policy
- Reasonable Adjustment Policy
- Progression Policy
- Sexual Misconduct Prevention and Response Policy
- Special Considerations Guidelines and Processes
- Student Code of Conduct
- Student Record Management Policy

Version Control and Accountable Officers

It is the joint responsibility of the Implementation Officer and Responsible Officer to ensure compliance with this policy.

Policy Category	Academic			
Responsible Officer	Vice President, Academic			
Implementation Officer	College Director and Academic Manager			
Review Due Date	March 2023			
Approved by				
Vice President, Academic under a standing delegation from Academic Board.				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
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 Team	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 Team	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	21.03.2016	21.03.2016

		nomenclature of Grade Ratification and Assessment Committee.		
1.4	Academic Quality and Governance Team	Grade Point Average removed from policy and amendments made to Table 2 'Final Assessment Grades' to support consistency allow for consistency amongst Kaplan academic entities.	05.12.2017	20.12.2017
1.5	Academic Quality and Governance Team	Change Fail grade from F to N to be consistent with student records and Murdoch University.	14.02.2018	19.02.2018
1.6	Quality, Regulations and Standards Team in collaboration with MIT Academic Team	<p>Policy review.</p> <p>A few amendments were made to this policy to better reflect MIT's assessment process, such as specifying which assessments standards apply to Diploma programs and which apply to the other programs offered by MIT.</p> <p>Additional information was provided to explain variations to the general pattern of Assessment Events Principles for more clarity. Also amended penalty timelines to avoid further confusion among students.</p> <p>Added information on 'Relevant Legislation and Policies' associated with this policy.</p>	05.09.2019	09.09.2019
1.7	Quality, Regulations and Standards Team in collaboration with MIT Academic Team	<p>Removed the section on "Examination Rules" as it was procedural.</p> <p>Replaced the title "General Information" with "Rights and Responsibilities".</p> <p>Updated list of relevant policies.</p>	26.03.2020	01.04.2020