



## ASSESSMENT POLICY AND PROCEDURES

### Purpose

Lincoln Institute of Higher Education Australia (LIHE) acknowledges that assessment activities are essential for measuring a student's achievement of the expected learning outcomes. Assessment is a systematic process for facilitating and evaluating student learning that includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance.

The purpose of assessment is both to facilitate and certify the achievement of specified learning outcomes. Assessment is integral to the curriculum as it drives approaches to student learning and achievement.

This *Assessment Policy and Procedures* establishes the principles underpinning the design, development and implementation of assessment for LIHE's courses. It establishes the responsibilities and obligations of LIHE and its students with regard to assessments and provides details of the procedures that shall be followed to implement these principles, including assessment evaluation, review and improvement, and the process of assessment submission, grading, special considerations and appeals of grades.

### Scope

This policy applies to all staff involved in designing, reviewing, overseeing and undertaking course assessment and all students at LIHE.

### Principles

Students are expected to build knowledge progressively throughout their higher education course at LIHE. Learning and teaching activities shall be carefully planned and carried out in line with the relevant learning outcomes.

Quality in assessment practices shall ensure that appropriate standards and rigour are applied in all subjects and courses. 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.

Students shall demonstrate achievement of the intended learning outcomes of each subject in order to pass the subjects, progress through a course and receive a qualification at the successful completion of all required subjects within a course.



Thus, assessment tasks shall be designed to:

- Define learning outcomes that are aligned with the course content, learning and teaching material, and academic standards which students must attain
- Be appropriate to the level and nature of study in the relevant course and subject
- Be appropriate to the weighting of the assessment task in final grades
- Allow students to demonstrate the relevant learning outcomes
- Allow markers to accurately measure student achievement of the learning outcomes

Additionally, assessment tasks shall be based on up-to-date knowledge in the field of study, industry best practice, and current pedagogical theory.

Assessment tasks shall be consistent and fair. To this end, LIHE shall ensure that:

- All students receive instructions, including all conditions of submission, and the grading rubric for each assessment task with ample time to ask questions prior to submitting their work
- All assessment tasks undergo moderation both prior to and following student submissions (see *Moderation Policy and Procedures* for details)
- The marking process is transparent, consistent, and includes moderation
- For examinations, exam conditions are consistent and support students in performing at their best (see *Examinations Policy and Procedures*)

Assessment marking shall occur in a timely manner and students shall receive constructive feedback on their work. Assessment results and feedback will be available to students within one week of submission for formative tasks and typically within two weeks from submission for summative tasks. Where a subject has a sequence of assessment tasks, students should receive feedback on their current submission before completing the next assessment task.

## Assessment Design, Evaluation, and Improvement

The Academic Board shall evaluate assessment design during the course development, approval, review, and improvement processes. The *Assessment and Awards Committee* and *Teaching and Learning Committee* shall monitor, review, and improve assessment tasks and report on these activities to the Academic Board.

Considering advice from its sub-committees, the Academic Board shall ensure that assessment is:

- Accessible and facilitates the high performance of all students, including students belonging to underrepresented and/or disadvantaged groups (refer to *Equity and Diversity Policy and Procedures*)

- Comply with the principles of fairness, equity, validity, reliability, flexibility, authenticity and sufficiency
- Require a student number as the sole identifier and students' names shall not be visible for grading and/or moderation
- Actively engage students in the learning process
- Be connected coherently with course content, and the teaching materials are designed to facilitate deep learning
- Be designed to support critical inquiry and independent learning skills
- Involve the evaluation of sufficient evidence to enable judgments to be made about whether the subject learning outcomes and related course learning outcomes have been achieved
- Focus on the application of knowledge and skill to the standard of performance required for employment and professional accreditation (where required) and shall be aligned with the generic attributes of a graduate
- Comply with the assessment requirements specified in the Australian Qualifications Framework (AQF) guidelines, shall lead to the issuing of a qualification
- Have the final results validated by the *Assessment and Awards Committee*
- Include provision of information to students on 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
- Be designed to measure progressive and coherent learning in a course
- Include *formative assessment* to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks
- Include *summative assessment* to determine a student's level of knowledge and skill progressively and at the conclusion of a subject
- Be designed with flexibility for students with special needs

The Course Coordinator shall review all assessment tasks at the end of each semester, taking into account:

- Student feedback
- Student achievement
- Feedback from academic staff teaching the subject

The Course Coordinator, in consultation with the *Assessment and Awards Committee*, may recommend changes to the assessment strategy for the next teaching period, where required.



## Assessment Types & Methods

Assessment types and methods may include, but not be limited to: examinations, written assignments/essays, projects, in-class quizzes/tests, tutorial and laboratory tasks, group work, individual and group presentations, reflective papers, participation, simulations, and discussion forum contributions.

The assessment types/ methods for each subject shall be designed and developed to:

- Reflect the integration and application of skills, knowledge and attitudes required for the learning outcomes being assessed
- Ensure that students have an equitable opportunity to demonstrate their level of achievement in relation to the purpose of the subject
- Ensure the learning outcomes and the standards assessed are at parity with the AQF requirements

Each subject shall contain at least three assessments appropriate to the subject and student cohort. **Formative assessment tasks will have a maximum value of 20%.** Except for capstone assessments and final examinations in selected subjects (e.g., to meet professional accreditation requirements), **no single assessment for a subject shall have a value of more than 40%.**

Students will be **penalised 10% of the total assessment task value per day** for late submission except when an extension to submission has been requested and granted.

## Assignments

Where an assignment has been used in assessment:

- Assignments shall be submitted through the Learning Management System (LMS) and analysed by plagiarism detection software
- Students have a responsibility to fulfil participation and assessment requirements set out in the subject outline
- It shall be designed to stimulate the student's interests in the subject, gauge the student's level of understanding of the subject content, and establish a correlation between theories, practice and the student's experiences
- Students will be penalised **10% of the total assessment task value per day** for late submission except when an extension to submission has been requested and granted
- Requests for **extensions** shall be submitted to the Subject Coordinator/ Lecturer with time to approve the request at least **24 hours prior to the assessment due date**



- Extension granted cannot exceed a maximum of **10 working days**

## Examinations

Examinations shall vary in length and type and shall not be longer than 3 hours.

Final examinations are conducted to:

- moderate and validate the student's continuous assessment performance
- assess the extent to which the student has achieved learning outcomes being assessed, and
- satisfy the requirements of relevant external bodies (e.g. professional associations)

Examination marking shall be transparent and 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

## *Deferred Examinations*

Students may be granted a deferred examination:

- In exceptional circumstances where the severity or gravity of the misadventure, accident or illness prevented a student from sitting an examination
- Where a student could not reasonably have been expected to avoid the circumstances that led them to miss an examination

Deferred exams are granted only where the student has not entered the examination room for the regular exam.

Students who believe their examination performance has been adversely affected by serious misadventure or ill health may apply for special consideration.

## Assessment Criteria and Marking

Marking an assessment shall be in accordance with the marking rubric provided in the assessment outline available online (LMS) at the beginning of the semester.

## **Student Learning Support and Early Intervention**

LIHE supports students in their learning and assessment by providing:

- Sufficient access to staff via face to face and online discussion forums and other online formats
- Online study environments with a range of resources and information to assist students in their studies (e.g., case studies, websites, library resources, databases)
- Support staff who can assist students with specific study needs such as special considerations, reasonable adjustments, basic literacy, numeracy or English

Students enrolled in designated first year subjects are supported with assessment that is both formative and developmental to build students' skills and confidence. LIHE shall use early assessments for the first-year subjects as a basis for the developing early intervention programs.

LIHE shall also support students by:

- Making academic skills development staff available for teaching students with approaches to assessment tasks
- Monitoring the assessment performance of first year students and where academic progress is not in line with course expectations, assist with early intervention
- Monitoring attrition in subjects and courses and implement specific practices to reduce attrition in those subjects if deemed necessary
- Offering academic support to any students on any key assessment task that has been given an initial grade of 'Fail'

## **Staff and Student Responsibilities**

### ***Academic Staff***

Course Coordinators are expected to:

- Ensure that the subject outlines for the course include all learning outcomes for the subjects.
- Check assessment design to ensure it aligns with the course learning and teaching material and has the capacity to measure student achievement of the learning outcomes at the appropriate level.
- Lead moderation activities for the course as per the *Moderation Policy and Procedures*.
- Coordinate distribution of final marks and grades to students once moderation has taken place.

Lecturers and tutors are expected to:

- Explain the learning outcomes to students at the beginning of the semester and approaching each assessment task
- Provide students with the grading rubric and instructions for each assessment task at the beginning of the semester
- Provide marks and useful feedback on assessment tasks within two weeks of their submission

Any academic staff member involved in marking student assessment tasks shall:

- Use the grading rubric to mark submissions
- Treat all student submissions impartially, consistently, and objectively
- Identify suspected plagiarism and, in response, follow the procedures outlined in the *Academic Misconduct Policy and Procedures*
- Identify students at risk of unsatisfactory progress
- Attend marking and moderation meetings as per the *Moderation Policy and Procedures*
- Submit student marks once marking for each assessment task is finalised
- Submit final marks and grades to the Subject Coordinator at the end of each semester.

## Students

Students are expected to:

- Observe assessment due dates, submission methods, and assessment requirements
- Act in accordance with the *Academic Integrity Policy and Procedures* and be aware of the measures outlined in the *Academic Misconduct Policy and Procedures*
- Seek advice and clarification from academic staff and assistance from academic skills support staff as needed
- Review all feedback received on assessments of their tasks
- Seek further feedback as needed.

## Grading System

All assessment tasks will be graded according to the following system:

Notation	Grade	Description	Mark range
HD	High Distinction	Outstanding achievement against all the assessment criteria of the subject.	85 – 100
D	Distinction	Superior achievement against all the assessment criteria of	75 – 84



Notation	Grade	Description	Mark range
		the subject	
C	Credit	Good achievement against all the assessment criteria of the subject	65 – 74
P	Pass	Satisfactory achievement of the assessment criteria of the subject	50 – 64
SP	Supplementary Pass	Awarded after passing an approved supplementary assessment.	50
N	Fail	Unsatisfactory achievement in one or more assessment criteria	0-49
WH	Withheld	Result withheld	NA
NH	Failed Hurdle	Failed Mandatory Hurdle Requirement	NA
AF	Absent Fail	No assessments have been completed or submitted for the subject	0
WS	Withdrawn from Subject	Withdrawn from the subject after the census date with approval. This grade appears on the transcript but does not contribute to the GPA.	NA
AS	Advanced Standing	Credit awarded for a specific subject through recognition of prior learning	NA
S	Satisfactory	Has met the requirements for an ungraded subject. Typically used for internships, practicums, or workshops, this grade does not affect the Grade Point Average (GPA).	NA
US	Unsatisfactory	Has <b>not</b> met the requirements for an	NA





Notation	Grade	Description	Mark range
		ungraded subject. Typically used for internships, practicums, or workshops, this grade does not affect the Grade Point Average (GPA).	
DA	Deferred Assessment	One or more assessments for a subject approved for late submission where submitted assessment has not been marked by the examination committee deadline.	NA
SA	Supplementary Assessment	One or more assessments for a subject approved for resubmission including examinations where resubmitted assessment has not been marked by the examination committee deadline.	NA

## Special Consideration and Appeals

### ***Special Consideration***

When students experience circumstances that significantly affect their ability to fulfil their academic requirements due to circumstances beyond their control and preventing them from completing an assessment task to the best of their ability or by the due date, they may apply for Special Consideration for the specific assessment tasks that were affected.

All applications for special considerations shall be submitted *no later than 3 days* after the assessment due date.

Special circumstances include situations such as: ill-health, medical or other emergency, bereavement, trauma, hardship or an unexpected critical incident.

If an application for special consideration is approved, students may be offered a study adjustment such as:

- Extension, deferral or resubmission of an assessment task



- A supplementary assessment
- Approved alternative arrangements for assessments
- Re-weighting of shorter assessment tasks without reducing learning outcomes
- Authorised late withdrawal from a subject

## Appeals

When students seek to appeal assessment outcomes, they may do so through the following processes:

- Contacting their lecturer to request a re-mark of the assessment task
- Contacting the Course Coordinator to request double-marking of the assessment task (in which case, the second mark shall be the final mark)
- Contacting the Course Coordinator to contest the final grade received for a subject
- Lodging a complaint via the procedure outlined in the *Student Grievances, Complaints and Appeals Policy and Procedures*

## Compliance

All relevant staff, and all students at LIHE are required to comply with this policy and its procedures, and with related policies and respective procedures. Non-compliance may result in disciplinary action.

<b>File Number</b>	LEA-GEN-COR-70011-D
<b>Responsible Officer</b>	Chief Executive Officer
<b>Contact Officer</b>	Academic Dean
<b>Legislative Compliance</b>	<ul style="list-style-type: none"><li>• <i>Higher Education Standards Framework (Threshold Standards) 2015</i></li><li>• <i>Australian Qualifications Framework (2013)</i></li><li>• <i>Tertiary Education Quality and Standards Agency Act 2011</i></li></ul>
<b>Supporting Documents</b>	
<b>Related Documents</b>	<ul style="list-style-type: none"><li>• <i>Academic Integrity and Misconduct Policy</i></li><li>• <i>Course Development and Approval Policy and Procedures</i></li><li>• <i>Course Review and Continual Improvement Policy and Procedures</i></li><li>• <i>Examinations Policy</i></li><li>• <i>Moderation Policy</i></li><li>• <i>Student Grievances, Complaints and Appeals Policy</i></li></ul>
<b>Superseded Documents</b>	
<b>Effective Date</b>	1 January 2022
<b>Next Review</b>	3 years from the effective date

## Definitions



**Academic misconduct:** Behaviour that compromises or undermines the academic integrity of LIHE.

**Academic staff:** Staff employed at LIHE in a learning and teaching or research capacity.

**Assessment:** Process of grading, marking and reviewing student assessment tasks against the assessment standards and criteria. This includes devising and using assessment criteria, standards and grading rubrics; reviewing and comparing the marks and grades awarded to individual student submissions for the same assessment task within a unit of study.

**Assessment and Awards Committee:** Committee of the Academic Board that is responsible for monitoring the quality and adequacy of assessment of student learning and outcomes and conferral of authorised certification for qualifications at LIHE.

**Assessment task:** A learning task within a unit of study designed to test the demonstration of course and unit learning outcomes. Examples include assignments, exams, online quizzes, essays, presentations, portfolios, essays, reflective journals. Assessment tasks shall include clear instructions and guidelines on marking criteria and standards, and grading rubrics.

**Australian Qualifications Framework (AQF):** National guidelines that regulate Australian post-compulsory education and training qualifications. The framework identifies learning outcomes for each AQF level and qualification, policy requirements, educational and economic objectives, governing and monitoring arrangements.

**Course:** A sequenced program of subjects that a student enrolls in and for which they receive a qualification upon graduation.

**Course Coordinator:** Academic staff member responsible for the delivery of a specific course at LIHE. The Course Coordinator is responsible for the planning and development of a course, particularly subject curriculum information, and works in conjunction with other senior academic staff.

**Grading rubric:** Marking guide devised to evaluate the quality of student responses in an assessment task. A grading rubric contains the criteria and standards identified in the assessment task guidelines communicated to students. Student assessment tasks are assessed against the attainment of these criteria and standards using the grading rubric. Students should be given the grading rubric with the assessment task instructions. Markers complete the grading rubric when marking student assessment tasks and return it to students.

**Graduate attributes:** Specific qualities, knowledge, and characteristics that LIHE seeks to foster amongst its students throughout the entirety of its learning and teaching practices. Graduate attributes are applicable in a range of contexts and are acquired throughout a LIHE degree.



**Learning outcome:** An objective that can be measured that describes the knowledge, skills and their application that a student can demonstrate on completion of an assessment task, a subject or course of study.

**Pedagogy:** Theory and practice of education that focuses on best practice and standards in learning and teaching.

**Special consideration:** Measure that takes into account any adverse, extenuating or unforeseeable circumstance that may affect a student’s performance during an assessment task or their ability to complete the assessment task on time.

**Student handbook:** Document produced for student use that serves as an important resource for students throughout their time at LIHE. The student handbook is available on the LIHE website and contains course information and contact details for student support services, identifies student policies and procedures.

**Subject Coordinator:** Academic staff member responsible for the delivery of a subject at LIHE. The Subject Coordinator is responsible for the planning and development of a particular subject at LIHE and works in conjunction with other academic staff.

### Review Schedule

This policy shall be reviewed by the Academic Board every three years.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	16/07/2020	New policy
1.1	Academic Board	21/04/2022	<ul style="list-style-type: none"> <li>Formative Assessments noted as maximum of 20% weighting</li> <li>Capstone assessments added as exclusion to maximum limit of 40% weighting</li> <li>Results and feedback for assessment task returned within one week for formative assessment and typically two weeks for summative tasks</li> </ul>
1.2	Academic Board		<ul style="list-style-type: none"> <li>Assessment types amended</li> </ul>
1.3	Academic Board	22/02/2023	<ul style="list-style-type: none"> <li>TEQSA and CRICOS requirements incorporated</li> </ul>
1.4	Academic Board	21/8/2024	<ul style="list-style-type: none"> <li>Included S/US/DA/SA grades and revised WS grade</li> </ul>