

CHS Assessment Policy and Procedures

Document ID	CHS Assessment Policy and Procedures
Category	Academic
Document Owner	Dean
Approved by	Academic Board
Authorised by	Academic Board

Version Control

Version	Summary of changes	Approval date	Next review date
1.0	Document Established	Academic Board: 11 Sep 2018 Governing Board: 18 Sep 2018	
2.0	Ref to <i>Dean</i> changed to <i>Appeals Committee</i> .	Academic Board: 31 January 2019	31 January 2021
3.0	Formative assessment clarified plus consistency check	Academic Board 3 August 2020	31 July 2022

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1. Purpose

The purpose of this document is to describe the CHS policy for assessment of work performed by students enrolled in coursework units. Effective assessment supports learning, conveys to students the kinds of intellectual and personal engagement desired, provides feedback on learning and fosters students' ongoing development.

The policy ensures that CHS's academic staff set assessment tasks in each unit which promote learning, provide evidence that students fulfil the learning outcomes of their course, meet the regulatory requirements and, where applicable, the requirements of professional accrediting bodies as well as CHS's quality assurance requirements.

2. Scope

This policy applies to all students enrolled in an award course or those who wish to complete one or more units of study and receive credit. It does not apply to research students. All academic staff need to follow this policy and procedures and demonstrate compliance at all stages of assessment.

3. Definitions

Term	Definition
<i>Academic Integrity</i>	Acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Staff should be role models to students. Academic integrity is important for an individual's and the College's reputation.
<i>Alternative assessment task</i>	Refers to a reasonable variation to a prescribed assessment arrangement to accommodate a student with a substantiated disability, medical or psychological condition, or other significant factor not under their control.
<i>AQF</i>	The Australian Qualifications Framework, which describes the minimum standards and levels of Australian qualifications and award courses.
<i>Assessment task</i>	An activity that provides the basis for formally determining students' progress in achieving the Course and Unit Learning Outcomes. Students may be directed to undertake an assessment task either individually or in collaboration with one or more other students. These include, but are not limited to: essays, examinations, plans, projects, presentations, reports, quizzes, web-based discussion, and vivas.
<i>Criterion Referenced Assessment</i>	Refers to the use of defined objective criteria against which student performance is measured. It is different to norm-referenced assessment which compares students in a cohort against each other and where marks are scaled.

Term	Definition
<i>Deferred examination</i>	A postponed examination opportunity that may be applied for and granted on a discretionary basis where serious or extenuating circumstances prevent a student from sitting the exam on the scheduled date.
<i>Fair assessment</i>	that is appropriate for the AQF Level of the course, is reasonable for students' level of progression through the course, is marked according to published criteria and standards (i.e. is transparent) and provides timely and constructive feedback.
<i>Formative assessment task</i>	Formative assessments enable students to receive early evaluation of their work via 'low-stakes' assessments. Constructive feedback is provided before students complete further assessment pieces to enables the provision of timely academic support if required.
<i>Learning outcome</i>	A specific and measurable statement of what knowledge and skills students are expected to acquire in a unit and/or course of study and to be able to demonstrate at its completion.
<i>Early assessment task</i>	An early assessment task in each unit is the first assessment scheduled no later than Week 5 of the teaching trimester to support early identification of at-risk students and to provide timely and constructive feedback to all students.
<i>Mixed cohort</i>	Refers to where students enrolled in courses of different Levels (i.e. Graduate Certificate, Graduate Diploma, Masters) are being taught in the same unit in the same class.
<i>Moderation</i>	Regulating the marking of individual markers to achieve consistency in the application of Course and Unit Learning Outcomes, performance standards and marking criteria.
<i>Special Consideration</i>	A process to minimise the impact of serious or extenuating circumstances beyond a student's control that significantly impairs their ability to perform an assessment task or to make satisfactory academic progress.
<i>Summative assessment task</i>	Graded assessment for the purpose of measuring students' performance at the end of a specified learning event, resulting in a mark or grade.
<i>Supplementary assessment task</i>	An additional assessment opportunity provided on a discretionary basis to allow a student who would otherwise fail a unit to demonstrate that they have achieved the Unit Learning Outcomes.
<i>Unit of Study Guide</i>	A document in either hard copy or electronic format that defines content, learning and teaching approaches and assessment requirements for a unit of study.
<i>Grade</i>	The final result which describes the student's result derived from his/her combined marks for the assessed learning tasks for a unit.
<i>Mark</i>	The final result expressed as a percentage which a student receives for the combined learning tasks for a unit.

Term	Definition
<i>Valid assessment task</i>	Refers to the explicit and clear alignment between intended Course and Unit Learning Outcomes and the assessment methods used to measure student achievement of said outcomes.

4. Policy Statements

4.1 Principles

The following principles and practices form the foundation for this policy and inform the design, development and implementation of assessment tasks at CHS:

- assessment is fair and valid;
- assessment is criterion-referenced;
- assessment workloads must be fair and reasonable
- assessment defines and maintains academic standards and integrity;
- assessment processes are timely to allow feedback for students to improve their understanding and subsequent performance; and
- assessment is designed to the appropriate AQF Level and assures students experience a variety of assessment methods.

Assessment in all units will be chosen from the list of available tasks (Refer to the Standard Assessment Types and Definitions).

All units at CHS will include an early assessment task scheduled no later than Week 5 of the teaching trimester to support early identification of at-risk students and to provide timely and constructive formative feedback. All students who score more than 50% of the total assessment marks are considered as progressing satisfactorily and not being at risk of non-completion.

The maximum weighting for an individual assessment task will not normally exceed 40% of a unit of study's total assessment weighting.

The total weighting across all group work assessment tasks in a unit of study will not normally exceed 70% of a unit of study's total assessment weighting.

A variety of different assessment types will be used across the entirety of a course of study to expose students to different tasks and give them opportunities to demonstrate their knowledge and skills in a variety of contexts.

5. Procedure

5.1 Assessment design

Assessment will be designed to maintain academic standards and generate evidence of learning through:

- a focus on the quality of learning outcomes;

- the use of a combination of two or more assessment tasks which reflect the learning objectives of the unit, with assessment spread across the teaching period;
- the importance of the learning objectives reflected in the relative weightings of assessments; and
- providing students with the opportunity to demonstrate a range of competencies in learning from minimum learning standards to learning of the highest standard.

The criteria for each assessment must appear in each unit description. Assessment is also designed in accordance with the availability of and appropriate allocation of resources for the unit.

Communication of assessment requirements is contained within the unit description including:

- the alignment with unit learning objectives;
- the amount, form and timing of assessment;
- the relative importance (weighting) of individual assessment pieces, and how they are combined to achieve a final grade;
- how feedback will be provided;
- the consequences of non-compliance; and
- the circumstances under which extensions might be granted.

5.2 Academic Integrity

CHS will take proactive steps to detect and eliminate all forms of academic misconduct. These steps may include, and are not limited to, manual searches of resources, as well as the use of electronic text matching software (e.g. Turnitin) to compare student work submitted for assessment against electronic text on the publicly accessible internet, in published works, on commercial databases, and in student assignments previously submitted.

All written assignments must be submitted with a signed Assessment Cover Sheet, which incorporates the Academic Integrity Declaration (refer Academic Integrity Policy). When assessment tasks are submitted electronically, the Assessment Cover Sheet will include the student's name or e-signature in lieu of a written signature in the 'Signed' field.

5.3 Moderation

Pre- and post-assessment moderation is a quality assurance process for ensuring appropriate assessment and the consistent marking and grading of student work. CHS does not define the proportion of marks and/or grades that lie within pre-determined bands.

Moderation may occur:

- before marking individual assessment tasks (pre-assessment) to ensure markers have a shared understanding of the relevant criteria and standards; and
- after marking individual assessment tasks and before the release of marks to students (post-assessment) to ensure markers have applied the relevant criteria and standards consistently.

Mathematical scaling of marks for an individual assessment task is not permitted after students have received marks for that assessment task. However, in exceptional circumstances the final marks for a unit of study may be adjusted for the whole cohort.

The Board of Examiners has the authority to moderate final marks in a unit in accordance with the Board of Examiners Terms of Reference (see *CHS Board of Examiners Responsibilities and TOR*).

5.4 Equity and Disability

CHS recognises that some students may have a substantiated disability, ongoing medical or psychological condition, or other significant factor beyond their control that will necessitate 'reasonable adjustments' or academic strategies to support them to complete their studies while managing their conditions.

Students with substantiated ongoing and/or permanent special needs of the type described above may be eligible to submit Alternative Assessments for all formative and summative assessment tasks for the duration of their course (refer Alternative Assessment).

Applications for Alternative Assessment should be made to the Student Learning Support Officer in each campus.

5.5 Alternative Assessment

Alternative Assessment refers to any reasonable variation to a prescribed assessment task in order to accommodate a student with a substantiated disability, ongoing medical or psychological condition, or other significant factor beyond their control.

The manner of the variation(s) will, as far as possible, maintain the integrity of the original assessment task and ensure parity with other students completing the original assessment task, i.e. the alternative assessment task allows students the opportunity to demonstrate the same learning outcomes as those corresponding to the original assessment task.

5.6 Special Consideration

CHS recognises that there will be circumstances beyond a student's control that may impact adversely on their performance. A student whose academic work is impacted by significant documented illness, hardship, or other adverse circumstances beyond their control may make an application for Special Consideration. Special Consideration may also be granted on compassionate grounds or other compelling circumstances.

Special consideration may be granted for a single assessment task or, in the case of substantiated disability, ongoing medical or psychological condition, or other significant factor beyond the student's control, for a defined period of time up to and including the maximum time to completion of their course (refer Course Progress Policy).

Applications for Special Consideration may be based on the fact that:

- the student's studies have been impeded by the adverse circumstances in question;
- the adverse circumstances in question have prevented the student from preparing for or completing all or part of an assessment task; or
- the student was negatively affected by the adverse circumstances in question to a substantial degree during the performance of the assessment task.

Adverse circumstances beyond the student's control can include:

- medical conditions (physical and/or psychological);
- severe financial hardship;
- substantial disruption to employment and/or living arrangements; or
- other compassionate and/or compelling grounds.

Routine demands and circumstances including:

- regular academic workload;
- employment workload;
- recreational travel; or
- planned personal, sporting and social events (e.g. weddings);

will not normally be considered as grounds for Special Consideration.

Outcomes of a successful application for Special Consideration can include:

- extension of assessment due date; or
- Deferred Examination. (Refer Examination Policy)

Applications for Special Consideration must be made to the relevant Director of Studies using the Special Consideration Application Form as soon as feasibly possible, although normally within two business days, of the occurrence of the adverse circumstance.

Applications for Special Consideration must be accompanied by the appropriate supporting documentary evidence, which in the case of illness shall include a medical certificate issued by a registered medical practitioner or other medical authorities.

5.7 Submission of Assessments

Text based assessment tasks should be submitted electronically and through Turnitin unless the Academic Board has explicitly waived this requirement because the nature of the assessment task means it is not suitable for this form of submission.

The College requires all assignments to be submitted electronically via the Turnitin. There may be circumstances that an electronic submission may not be feasible. Where hard copies of assignments are endorsed in the unit outline, a secure collection centre must be stipulated in the unit outline. All hardcopy assignments are required to have a stamped, signed acknowledgement of receipt. Students are to keep a copy of all work submitted until the final course grades are recorded, released and finalised.

The time stated as the deadline for the submission of an assessment task or the sitting of a test or examination is Australian Eastern Standard Time (AEST) or Australian Eastern Daylight Time (AEDT) during the months when daylight saving is in place.

5.8 Extension of Assessment Due Date

Extensions of an assessment due date can only be approved as the outcome of a successful application for Special Consideration (refer Special Consideration).

The length of the extension will be at the discretion of the relevant Director of Studies, who will take into account all the relevant circumstances. The nominated due date must however be prior to the end of the teaching period in which the assessment task would normally be due.

5.9 Late Submission of Assessments

Except where an extension of the assessment due date has been approved by the relevant Director of Studies, or where an extension of the due date has been granted as an outcome of a successful application for Special Consideration, a student who submits an assessment task after the due date will be penalised by 10% per business day up to ten days for each business day the assessment is late up to ten business days. Gazetted public holidays, Saturday and Sunday do not count as business days.

Late assessment submissions will not be accepted after the marked assessment has been returned to students who submitted the assessment by the due date.

5.10 Supplementary Assessment

Supplementary Assessment is approved at the discretion of the Board of Examiners and may be granted where a student has gained a final mark in a unit of study of 45-49% and has made every reasonable attempt to submit all assessment tasks and has attempted all examinations in that unit.

All details of the Supplementary Assessment, including type of assessment, length and/or duration, and due date will be determined by the Board of Examiners.

If the student achieves a Pass grade in an approved Supplementary Assessment task, the Final mark and grade for the unit of study in question will be 50% Pass – with a PS notation for Grade (refer to Award of Grades Policy).

If the student fails to achieve a Pass grade in an approved Supplementary Assessment task, the original Fail mark and grade for the unit of study in question will stand.

An individual student may be granted Supplementary Assessments for a maximum of two failed units in a two-year course of study, or three failed units in a three-year course of study.

Wherever possible, a supplementary assessment is prepared by the original assessor or unit coordinator and tests the same areas of skill and depth of knowledge as the original assessment.

Where a supplementary assessment is approved in the form of an exam, the student will be notified by the Academic Registrar (Student Services team) of the date, time and room of the supplementary assessment. The notification will be sent to the student's CHS email account at least five working days before the date of the supplementary assessment.

5.11 Assessment Appeals

CHS uses a process of pre-assessment moderation to ensure that markers have a shared understanding of the relevant criteria and standards for each assessment task before marking.

Appeals against the mark(s) awarded for an assessment task in a unit of study can be made in writing to the relevant Director of Studies no later than ten working days following the release of marks for the assessment task.

Appeals against the mark(s) awarded for an assessment task will only be considered on the grounds that:

- a Unit of Study Guide was not provided for the unit;
- the assessment requirements as specified in the Unit of Study Guide were varied without the approval of the Dean and without written notification to students;
- assessment requirements specified in the Unit of Study Guide were unreasonably or prejudicially applied to the student;
- the student believes that a clerical error has occurred in the computation of the mark; or
- due regard has not been paid to an approved application for Special Consideration.

The Director of Studies will, within ten working days of receiving the appeal letter, notify the student in writing and via email of the determination on their assessment appeal.

If the student is satisfied that their assessment appeal has been resolved, they must confirm their agreement directly in writing with the Director of Studies within ten working days of receipt of the resolution.

If the student is not satisfied that their assessment appeal has been resolved by the Director of Studies, they may request the matter be referred to the Appeals Committee (refer CHS Student Grievance and Appeals Policy).

The College shall maintain the student's mark or grade on hold while their assessment appeal is being investigated through both internal and external process as set out in this policy.

All assessment appeal outcomes must be fully documented and recorded on the Student Management System and the Student Grievances Register.

5.12 Appeals Against a Final Grade

Students may appeal a final grade, provided that they have completed all the assessment requirements for the unit as prescribed in the relevant Unit of Study Guide.

Appeals against the final grade awarded in a unit of study can be made in writing to the relevant Director of Studies no later than ten working days following the release of final grades on the student management system.

Appeals against a final grade will only be considered on the grounds that:

- a Unit of Study Guide was not provided for the unit;
- the assessment requirements as specified in the Unit of Study Guide were varied without the approval of the Dean and without written notification to students;
- the student believes that a clerical error has occurred in the computation of the final grade; or
- due regard has not been paid to an approved application for Special Consideration.

Appeals against a final grade cannot be made in the case where the final grade awarded is the outcome of a finding under the Academic Integrity Policy.

The Director of Studies will, within ten working days of receiving the appeal letter, notify the student in writing and via email of the determination on their appeal.

If the student is satisfied that their appeal against a final grade has been resolved, they must confirm their agreement directly in writing with the Director of Studies within ten working days of receipt of the resolution.

If the student is not satisfied that their appeal against a final grade has been resolved by the Director of Studies, they may request the matter be referred to the Appeals Committee for resolution. If their appeal against a final grade remains unresolved following consideration by the Appeals Committee, the student may request review through an external independent mediator or the Overseas Students Ombudsman in the case of international students (refer Student Grievance and Appeals Policy).

The College shall maintain the student's enrolment while their appeal against a final grade is being investigated through both internal and external process as set out in this policy.

All appeal against final grade outcomes must be fully documented and recorded on the Student Management System and the Student Grievances Register.

5.13 Grading System

The following grade descriptors indicate level of overall student performance in a unit. The criteria for each graded assessment must be included in the Unit Description.

Codes for Units with Graded Assessment

Grade Notation	Nomenclature	Mark	Additional Information
HD	High Distinction	85 to 100	Student has demonstrated outstanding achievement towards all the relevant assessment criteria and standards in the unit of study.
D	Distinction	75 to 84	Student has demonstrated superior achievement towards the relevant assessment criteria and standards in the unit of study.
C	Credit	65 to 74	Student has demonstrated good achievement towards the relevant assessment criteria and standards in the unit of study.
P	Pass	50 to 64	Student has demonstrated satisfactory achievement towards the relevant assessment criteria and standards in the unit of study.
PC	Conceded Pass	45 to 49	The Board of Examiners has conceded a pass for the unit even though the student's percentage mark is less than the deemed pass mark for the unit. PC is normally awarded when the unit is the last unit before student fulfils the course requirements for graduation.

PS	Pass – Supplementary Assessment	50	Awarded after passing an approved supplementary assessment. The Board of Examiners may consider a Supplementary Assessment to students who achieve a final mark of 45-49 based on Special Consideration.
MF	Marginal Fail	<50	The student's work marginally failed to demonstrate a satisfactory level on one of assessment criterion set for the unit, but passed all other criteria and shows potential for improvement. The BoE may consider the student's history and recommend granting of a Supplementary Assessment once only to the student under consideration
F	Fail	0 to 44	Student has demonstrated unsatisfactory achievement towards the relevant assessment criteria and standards in the unit of study.
NF	Non-assessed Fail	0	The student did not complete any of the assessment tasks.

Interim and Administrative Grades

Grade Notation	Nomenclature	Additional Information
RP	Result Pending	Used as Interim grade when a student's final grade and mark in a unit cannot be confirmed due to a Deferred Examination or Supplementary Assessment being recommended by the Board of Examiners. 'Result Pending' may also be used when a student's final grade and mark in a unit cannot be confirmed due to other circumstances beyond the control of the Director of Studies.
W	Withdrawn (without academic penalty)	Evidence is provided by student of serious illness or misadventure experienced after the relevant census date warranting withdrawal and/or deferral without penalty.
AF	Absent Fail	Student has not officially withdrawn from the unit, and cannot be assessed as having completed the unit.

6. Responsibilities

6.1 Academic Registrar

The Academic Registrar has the responsibility to monitor that assessment results are finalised by due date by the academic staff and are supplied to him/her by the Directors of Studies in the format required or uploaded to the Student Management System.

The Academic Registrar shall compile the results including preliminary grade distribution of the results for comparison with previous teaching periods and identification of any potential inconsistencies and the like. The information compiled by the Academic Registrar will facilitate the mid semester review by the Academic

Review Committee and end of the semester review and processing of the results for each enrolled student by the Board of Examiners. All decisions and recommendations made by the Board of Examiners are also recorded on the Student Management System. It is the Academic Registrar's responsibility to ensure that all supplementary assessments are performed by due dates and results are processed and finalised at scheduled dates.

6.2 Dean

Dean has the responsibility, supported by the Directors of Studies, to ensure that all assessment protocols are met by students and the academic staff and all assessment tasks are completed based on published assessment schedule for the teaching period under consideration.

6.3 Director of Studies

The Dean may delegate the responsibility for monitoring of the assessments, including vigilance against any form of plagiarism to the Directors of Studies, who must ensure that all assessment protocols are met by students and the academic staff and all assessment tasks are completed based on published assessment schedule for the teaching period under consideration. They are obligated to cooperate with the Academic Registrar in ensuring the assessment results are finalised in a timely manner and all supplementary assessments are performed accordingly.

6.4 Students

Students have the responsibility to submit assessment/learning tasks by the designated deadline and to sit tests and examinations at the time and date published (in line with the Examinations Policy).

They must notify all relevant academic and support staff prior to, or as soon as possible after, commencing the teaching semester of any special needs they have that may need require authorisation of an alternative assessment or Special Consideration.

6.5 Academic Staff

Academic staff are required to publish details of learning/assessment tasks in the unit outline and student information documentation and ensure they are consistent with the formally approved learning/assessment tasks.

7. Records

Records associated with this policy will be maintained according to the Records Management Policy and Record Retention and Disposal Schedule.

8. Related Documents

- CHS Examination Policy and Procedures
- CHS Academic Integrity Policy and Procedures
- CHS Teaching Management Plan
- CHS Academic Management Plan
- CHS Academic Integrity Policy
- CHS Course Progress Policy
- CHS Award of Grades Policy
- CHS Board of Examiners Terms of Reference
- CHS Student Grievance and Appeals Policy

- CHS Student Non-Academic Misconduct Policy and Procedures

9. Related legislation

- Higher Education Support Act 2003
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011
- TEQSA Higher Education Standards Framework (Threshold Standards) 2015
- Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
- Australian Qualifications Framework (AQF).

Appendix 1. Standard Assessment Types and Definitions

ASSESSMENT TYPE	DEFINITION
Applied project	A written document completed over a whole teaching session and comprising various parts, including a proposal, literature review, methodology, and final report.
Case study	A written description and/or analysis of a real-life situation or problem.
Critical review	A written constructive criticism or judgement on a given topic based on specified criteria.
Debate	An argument for and against a specific topic, often in teams and according to certain rules.
Essay	An extended written response to a question, problem, or issue.
Examination	An invigilated assessment that occurs at the end of a teaching semester during the formal examination period.
Formative assessment	Formative assessments enable students to receive early evaluation of their work via ‘low-stakes’ assessments. Constructive feedback is provided before students complete further assessment pieces to enables the provision of timely academic support if required. A record of observations, activities or goals that have been met/not met, presented in chronological order.
Log/Workbook	A formative assessment, or summative assessment with a weighting of no more than 10% of the total marks
Low-risk assessment	/100 in a unit, designed for the purpose of determining students’ understanding of key concepts in a unit and thereby assisting in identifying students at risk of underperforming in the unit.
	An invigilated assessment that occurs during a teaching semester. (lower weight than exam)
Mid-semester test	A student compilation of work with a coherent structure and common theme, collected over a period of time.
Portfolio	A representational work printed on card, canvas or similar medium for designed public display containing text and graphic elements.
Poster	The process of showing and/or explaining content to an audience of peers.
Presentation	A written plan for potential future work, often with justification.
Proposal	A non-invigilated assessment that occurs during a teaching semester.
Quiz	A self-evaluation of student's own learning that includes narrative and critical/analytical thinking.
Reflection	A structured and analytical written account of a project, investigation or process.
Report	Graded assessment for the purpose of measuring students’ performance at the end of a specified learning

<p>Summative assessment</p> <p>Unit project Part A</p> <p>Unit project Part B</p> <p>Unit project Part C</p> <p>Viva Voce</p>	<p>event, resulting in a mark or grade.</p> <p>Major assessment Part A (e.g. proposal and literature review).</p> <p>Major assessment Part B (e.g. data and methodology).</p> <p>Major assessment Part C (e.g. final report).</p> <p>A verbal explanation or account of a topic, problem or task to an academic panel.</p>
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