



Assessment Policy and Procedure

Purpose

1. This Policy sets out the approach used by the Australian International Institute of Higher Education ('the Institute') to assess students' comprehension of subject content in order to ensure that when they complete, students have achieved the designated subject and course learning outcomes.

Scope

2. This Policy applies to:
 - a) all enrolled students
 - b) academic staff involved in the design, delivery and administration of courses offered by the Institute
 - c) all formal assessment activities.

Definitions

3. For the purposes of this Policy:
 - a) **Assessment** is the evaluation of any work submitted in order to determine:
 - i. whether a student has met the requirements of the task
 - ii. how well the student has met the requirements and what grade a student is to be awarded in relation to that work.
 - b) **Assessment task** is any piece of work assigned to students in a subject that is given a mark or grade that counts towards the final result for the subject.
 - c) **Deferred Assessment** is an assessment task that, with the permission of the Subject Coordinator and without academic penalty, a student sits or submits at a later date than the original sitting or submission date.
 - d) **Misadventure** is an accident or other event of ill fortune, (e.g. a public transport breakdown on the way to an examination).
 - e) **Serious Illness** is an acute illness, whether physical or mental, causing sufficient distress to require treatment by a doctor or other registered health care professional.
 - f) **Alternative Assessment Task** is an Assessment Task awarded as an outcome of a successful application for Special Consideration that is similar in weighting, duration/length, difficulty and subject matter coverage to the original assessment task addressing the same learning outcomes.
 - g) **Special Consideration** is a special concession in assessment, sought by a student claiming that his or her performance in an examination or in another assessment task was adversely affected by illness or another cause.
 - h) **Working Day** is any day other than Saturday or Sunday or a public holiday which is observed by the Institute.



Policy

Principles

4. The Institute will ensure that assessment methods:
 - a) explicitly link to and assist students to achieve the learning outcomes for the course and the subject
 - b) are designed to ensure student's learning and comprehension progress from first-year understanding through to completion with the attainment of skills to think analytically and critically
 - c) are reviewed regularly for effectiveness in meeting desired learning outcomes
 - d) are based on contemporary practices in teaching and learning and in the relevant disciplines, including the responsible use of AI in learning in accordance with the Institute's AI Action Plan
 - e) satisfy relevant professional accreditation requirements as well as the requirements of the Australian Qualification Framework (AQF) for the appropriate level of courses
 - f) use a variety of tasks to measure different learning outcomes as specified in the Subject Outline
 - g) challenge students to deeper learning and provide opportunities for students to demonstrate their full capacity
 - h) use valid criteria and standards to enable differentiation of students' levels of achievement
 - i) ensure the integrity of the courses that the Institute delivers.
5. The *AIiHE Student Academic Integrity Policy and Procedure* regulates all aspects of academic integrity concerning assessment practices.
6. Completed assessments will be moderated to ensure appropriateness of tasks and consistency in marking in accordance with the *Assessment Moderation Policy and Procedure*.
7. A diagnostic assessment item will be scheduled early in each subject to assist in the identification of any student skills and knowledge deficits as outlined in the *Academic Progression and Students at Risk Policy and Procedure*.
8. Students will be provided with timely feedback on all assessment tasks to aid in their academic progress.
9. Academic staff will be supported in maintaining their understanding of current assessment practices in the higher education sector and the relevant discipline.

Composition of assessment

10. The Institute will ensure an appropriate mix of the two key categories of assessment:
 - a) formative assessment: specifically intended to assist students in identifying weaknesses in their understanding, so that they may improve their understanding and enhance their learning
 - b) summative assessment: primarily to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades.
11. Each subject will include a minimum of two assessment items and normally consist of three to four items of assessment. There will be a minimum value of 10 per cent for any single assessment item.
12. Where a formal examination is included as a final assessment in a subject the examination



should not be more than three (3) hours long and constitute no more than 50 - 60 per cent of the overall grade for the subject.

13. Group assessment can constitute no more than 40 per cent of the assessment in any subject except for project-based subjects.
14. The possible formats for individual assessment items are outlined in Appendix One to this Policy.

Procedures

Information to students

15. Information about assessment for each subject is included in Subject Outlines and Subject Learning Guides as outlined in the *Subject Outlines and Subject Learning Guides Policy and Procedure*.
16. Detailed information about assessment items for each subject is included in the Subject Learning Guide and must include the value (in percentage) of the item and its weighting in relation to the total assessment (100 per cent) as well as the submission date for each assessment item.
17. The description of each assessment item must explain the objectives of the assessment, outline the procedure for completion of the assessment and provide clear assessment criteria which will apply to the grading of student work expressed as a rubric. The preferred referencing system (Harvard) should be identified as well as the process for applying for extension and penalties for late submissions.
18. Where subjects include a group assessment, the Subject Learning Guide must outline the object of the assessment, i.e. whether and how much it will focus on outputs produced by the group (e.g. report) or on the process of the group work (e.g. collaboration) as well as:
 - a) the performance criteria used for the assessment
 - b) the assessors (in addition to the Lecturer, e.g. the student, group or class peers)
 - c) the distribution of the mark between group and individual performance (e.g. unique group mark, individual mark, group average, etc.).
19. Subject Learning Guides must clearly indicate where a subject includes a hurdle requirement and how the requirement may be met.
20. The Subject Learning Guide, including assessment information, must be made available to students via the Institute's Learning Management System one week prior to the commencement of the semester. Academic staff will discuss the assessment regime of a subject in the first week of classes and answer any student questions pertaining to the assessment.

Submission of assessment

21. Students must attempt all assessments on time as scheduled in the Subject Learning Guide. The submission date for written assessment should be expressed in the semester week number as well as a specified day, date and cut-off time. The assessment cut-off time is 5 pm and any submission made after 5 pm will be considered as a next-day submission.
22. All written assessments should be submitted online through the Institute's Learning Management System and include an originality report generated by the plagiarism detection software available on the Institute's Learning Management System. For details, please refer to the *AIiHE Student Academic Integrity Policy and Procedure*.
23. Regardless of lecturer requests for hard copy submission, all written assessments must be uploaded to the Subject website by the due date and time. In the case of unexpected difficulty in uploading assignments, the student must email the assignment as an attachment to the lecturer



to demonstrate on-time submission. The lecturer's email contact is available in the Subject Learning Guide.

Late submission of written assessment

24. To ensure that the assessment of student learning is fair, transparent, and equitable, the following penalties for late submission will be consistently applied:
- a) any assessment submitted after the due date without proper approval, will be considered as a late submission. Five (5) per cent of the total value of the assessment will be deducted from the marked value for every day the assessment is late (including non-working days)
 - b) an assessment that is more than seven (7) calendar days overdue will not be marked and will receive a zero mark.

In-class assessments

25. Where a student is absent from a class without valid grounds where an in-class assessment (quiz, test, presentation) is conducted, the student will receive a zero mark and/or may be awarded an Incomplete (IN) grade for the subject.

Grounds for extension of submissions for written and in-class assessments

26. Students can request an extension of submission date for written and in-class assessments where they have valid grounds. Such requests must be made formally by completing the *Request for Assessment Extension Form*, on or before the submission date, and attaching relevant supporting documents. The *Request for Assessment Extension Form* must be submitted along with supporting documents by email to the Course Coordinator.
27. Grounds which may be considered valid for extension requests are:
- a) *Genuine Illness*: A medical certificate is compulsory and must be obtained from a registered medical doctor. The certificate must explain the nature of the condition suffered by the student and the period during which the condition affected the student's performance
 - b) *Illness over Extended Period*: A medical report should be attached to a medical certificate and must specify the nature of the condition suffered by the student and the period during which the condition affected the student's performance
 - c) *Genuine Misadventure*: In the case of misadventure (personal/family crisis or accident), the Institute should be notified immediately, and a testimonial submitted as soon as the student returns from a forced absence. The student may be requested to attend an interview to establish the validity of their claims as well as to submit documentary evidence of misadventure, such as medical or police reports.
28. Students will be notified within five (5) working days of the result of their application for extension and any associated penalty by the lecturer.

Supplementary/Deferred Assessment

29. Where a student is subject to foreseeable circumstances that will prevent them from sitting an examination, they may apply for an alternative examination known as a Supplementary or Deferred Assessment. Requests for Supplementary or Deferred Assessment will only be granted in specific circumstances normally brought about by illness or misadventure.
30. The Institute must receive applications for Supplementary or Deferred Examination at least 48 hours before the scheduled examination date. If there is a misadventure on the day of submission of the assessment task or exam, students can use the special consideration process and the Institute can then grant a deferred or supplementary if the case is genuine.



31. The students will be advised of the outcome of their application within ten (10) working days and a new submission/examination date will be agreed upon with the approval of the Course Coordinator.

Special Consideration

Eligibility

32. Students who experience circumstances beyond their control that inhibit their capacity to complete assessment tasks to the best of their potential, usually involving misadventure or illness, may apply for Special Consideration.
33. Applications for special consideration can only be considered for events that:
- a) are of short-term impact
 - b) are outside the control of the student
 - c) can be substantiated with appropriate evidence
 - d) have had a significant impact on the student's ability to complete an assessment task.

Applications for special consideration

34. Students can apply for special consideration using the *Request for Special Consideration Form*. Applications must be submitted to the Course Coordinator within three working days of the scheduled date of the assessment task.
35. Applications must be accompanied by official and verifiable evidence, such as a medical certificate, death notice, or counsellor/psychologist statement, that addresses the eligibility criteria for special consideration and explains the impact of the adverse circumstances on the student.

Assessment of applications

36. The Course Coordinator will make a preliminary assessment of the student's application for special consideration. Students who are ineligible or are unable to provide sufficient evidence to support their application will be advised that their application has been unsuccessful, the reasons for it and other options that may be available where appropriate.
37. Applications that meet the criteria for special consideration will be referred to the relevant lecturer for determination.

Outcomes of special consideration applications

38. The lecturer/subject coordinator will consider the following in determining an outcome for a special consideration application:
- a) the level of the impact of the particular circumstances on the student's ability to complete or perform the assessment task
 - b) the timing of the circumstances and the timing of the assessment task
 - c) what is most appropriate for the student
 - d) what the Institute can feasibly provide as a solution.
39. Potential outcomes include:
- a) extension of a due date
 - b) removal of a late penalty
 - c) an alternative assessment task, or special examination



- d) a resubmission of the original task
 - e) an exemption from the affected assessment task and a re-weighting of other assessment tasks.
40. Except for the removal of a late submission penalty, where appropriate, adjustments to marks will not be made as a result of an application for special consideration.
41. Students will be advised of the outcome of their application by email and any appropriate changes will be made to students' records.

Assessment results and feedback

Marking

42. Marking must be conducted in a way that is consistent with the specified assessment criteria and standards for the task. A marking rubric/guide will be provided in all Subject Outlines to ensure that students have a clear understanding of the criteria used to judge their submissions and the standards of achievement per assessment task that demonstrate levels of achievement of the subject learning outcomes.
43. To ensure the consistency of assessment results across different class groupings and/or assessors, a moderation process will be carried out by relevant academic staff appointed by the Institute in accordance with the *Assessment Moderation Policy and Procedure*.

Communicating assessment feedback

44. Students must receive meaningful feedback on their work in a timely manner to assist them in achieving the specified learning outcomes and improving the quality of their work in any subsequent assessment. For early diagnostic assessments, students will normally receive feedback within five (5) days. The maximum turn-around period for other assessments is two (2) weeks from the submission date, including any moderation process.
45. To be meaningful, the feedback provided to students will identify and address individual strengths/needs in terms of satisfying the assessment rubric criteria that measure student achievement of subject learning outcomes.

Final grades

46. Grades indicate the level of student performance in a subject against specified criteria and standards. A final grade is awarded by the Institute and serves as a statement for students and the community that indicates student achievement of the learning objectives in the subject.
47. Grades are expressed as a percentage as well as a letter grade as outlined in Appendix Two to this Policy.

Quality assurance of assessment

48. The Teaching and Learning Committee is responsible for establishing a quality assurance regime for assessment in courses and subjects. This will include both internal and external moderation and benchmarking of assessments. The Institute observes the following principles in relation to providing quality-assured assessment:
- a) quality assurance of assessment addresses every stage of the assessment cycle (design, implementation, moderation, and review) and considers available feedback from staff and students in relation to assessment
 - b) assessment tasks must be subject to routine assessment moderation processes and review through consensus moderation practices, including peer review, to ensure that they reflect



appropriate assessment design and grading

- c) as part of the Institute's quality assurance, professional development opportunities that are related to design, implementation and moderation of assessment will be provided to academic staff.

49. The Institute's processes for moderation are outlined in the *Assessment Moderation Policy and Procedure*.

Publication of results

50. No exam marks will be released until after the moderation process is complete and the Certification of Grades has been undertaken by the Examinations Sub-Committee. Final grades will be published on the Certification of Grades date each semester and made available to students through the Learning Management System.

51. Deferred/supplementary assessment exam grades must be finalised by the deferred/supplementary exam release date each semester.

Review of assessment decision

52. A student may request a review of an assessment decision in accordance with the Institute's *Assessment Review Policy and Procedure*.

Responsibilities

53. Students are responsible for:

- a) becoming familiar with the Subject Learning Guide and learning resources on the Institute's Learning Management System for all their currently enrolled subjects, paying attention to the assessment details provided
- b) if unsure about any assessment element, asking for clarification from the Lecturer/Tutor at an appropriate time as early in the semester as possible
- c) completing their work to the best of their ability and applying sound academic integrity practices in their study and in completing assessments
- d) keeping a copy of all submitted assessments and assessments returned with feedback for their personal records
- e) checking returned assessments and final grades as soon as possible in order that they will meet the necessary timeframes should they wish to seek a review of their results or grades (see *Assessment Review Policy and Procedure*).

54. Academic staff are responsible for:

- a) establishing valid criteria and standards of performance that are consistent with the assessment item and are aligned to the relevant learning outcomes and experiences as specified in the Subject Learning Guide
- b) ensuring that assessment tasks published in Subject Outlines and Subject Learning Guides and communicated to students will not be altered unless approved by the Teaching and Learning Committee
- c) communicating to students the assessment criteria and performance standards in a timely manner before the subject offering commences. Students will be informed about the expectations and requirements of all assessment tasks in the Subject Learning Guide
- d) wherever possible, providing students with the opportunity to experience or practice each type of assessment incorporated in the final (summative) assessment task over the semester
- e) providing relevant feedback on all items of assessment.



- f) where a formal examination is included as a final assessment in a subject, ensuring that the examination is not more than three (3) hours long and does not constitute more than 70 per cent of the overall mark for the subject
 - g) ensuring that the Institute's timelines and deadlines for the submission of examination papers are met
 - h) ensuring that assessment processes and grading are consistent with this Policy and Procedure, *Assessment Moderation Policy and Procedure, Student Academic Integrity Policy and Procedure, and the Institute's AI Action Plan*
 - i) ensuring that complete and accurate records of marks and grades of individual student performances in their subjects are securely maintained and are accessible by relevant staff
 - j) reviewing assessment tasks for their effectiveness in the assessment and grading processes.
55. The Academic Dean is responsible for:
- a) overseeing the quality assurance processes related to assessment, including the implementation of internal and external moderation as per the Institute's *Assessment Moderation Policy and Procedure*
 - b) providing leadership in the continuous review and improvement of assessment strategies to ensure alignment with learning outcomes and professional accreditation requirements
 - c) ensuring that academic staff are supported in maintaining current knowledge of assessment practices, particularly in relation to innovative teaching methods and the use of Generative AI in education
 - d) ensuring that assessment decisions are made in accordance with the Academic Integrity Policy and Procedure, maintaining fairness and transparency.
56. The Examination Sub-Committee is responsible for:
- a) handling any disputes regarding examination outcomes
 - b) approving all final examination grades before publication, ensuring they meet the moderation and quality assurance processes set by the Institute.
57. The Teaching and Learning Committee is responsible for:
- a) establishing and reviewing policies regarding the quality and effectiveness of assessment methods, ensuring alignment with learning outcomes and AQF standards
 - b) reviewing and approving Subject Outlines and assessment tasks to ensure they are up to date with contemporary educational practices, including addressing concerns related to the use of Generative AI
 - c) providing oversight and guidance for the professional development of academic staff in areas of assessment, including integrity, use of AI, and moderation practices.
58. The Academic Board is responsible for:
- a) providing strategic oversight of the Institute's assessment framework, ensuring that it meets regulatory and accreditation standards
 - b) monitoring the overall effectiveness of the Institute's assessment policies, including those related to the use of AI and Academic Integrity
 - c) overseeing the Institute's response to systemic issues in assessment practices and recommending corrective actions where necessary.



Associated information

Approving body	Academic Board
Date approved	17 September 2020
Date of effect	Commencement of operation
Scheduled review	Two years from when policy commences
Current version approval date	30/09/2024
Next review date	30/09/2026
Policy owner	Academic Dean
Policy contact	Academic Dean
Related QIHE Documents	Assessment Review Policy and Procedure Assessment Moderation Policy and Procedure Examination Policy and Procedure Student Academic Integrity Policy and Procedure Student Appeals Policy and Procedure Student Code of Conduct
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)	Standard 1.3, ss 2, 3 Standard 1.4, ss 3, 6 Standard 3.1, ss 1 Standard 3.2, ss 3 Standard 7.2, ss 2
Other related external instruments/documents	Related Legislation <ul style="list-style-type: none">Tertiary Education Quality and Standards Agency Act 2011 (Cth)Australian Qualifications Framework (AQF) Good Practice Documents <ul style="list-style-type: none">TEQSA Guidance Note: Academic Quality Assurance, Version 2.2TEQSA Guidance Note: Course Design, Version 1.3

Document history

Version	Author	Changes	Approval Date
1.0	Not applicable	Original version	17 September 2020
1.1	Compliance Officer	Reviewed to align with the HESF 2021, responsibilities were clarified and strengthened, and the footer was updated with current addresses.	30 September 2024

N.B. The document is uncontrolled when printed! The current version of this document is maintained on the AIIHE website at www.aaihe.edu.au.



Appendix One – Composition and format of assessment

1. The composition and format of the assessment may include but are not limited to the following assessment activities.

Quizzes

2. Quizzes are intended to ensure that students study regularly and have a good grasp of the material covered in lectures and tutorials. Quizzes usually take the form of multiple-choice questions, short answer questions, or a combination of both.

End-of-semester exam (final exams)

3. End of semester exams (Final Exams) are (usually) closed book exams that test knowledge acquired from the entire subject and may include multiple choice questions, essays, short answer questions, problem-solving exercises and practical exercises.

Case study/written reports

4. Case studies and reports encourage students to apply academic learning to real-world scenarios. They vary in length and while they are not usually the same length as an essay, they must adhere to the same academic standards, including appropriate referencing and should demonstrate adequate research frequently indicated by a literature review.

Practical exercise(s)

5. These can be conducted individually or in groups and address a practical element of a subject. They may employ various media in resolving a material or technical problem and frequently include a written report. Practical exercises allow students to demonstrate their applied or technical skills associated with the abstract learning of their subject.

Group work and/or presentations:

6. Group work demonstrates a student's ability to work and interact with others as well as enhances their individual learning. Such activities reflect common business practices and often require students to demonstrate various skills.
7. Group presentations are usually accompanied by a written report of adequate length and appropriate format to demonstrate the research problem, the key literature pertaining to the issue as well as major findings and recommendations.
8. Group assignments need to be designed to allow for the measurement of individual performance, in addition to group performance. This can be achieved by including tasks through which students can demonstrate individual attainments such as presentations, critical reports, and reflective journals. Lecturers may directly observe the group work process or use technological platforms for group work where individual contributions may be tracked and monitored, such as wikis, blogs and Sparkplus.

Hurdle requirements

9. Hurdle requirements ensure that a subject may not be passed unless a certain activity has been carried out or satisfactorily performed.
10. Hurdle requirements may be included in the assessment of a subject if deemed appropriate and where passing the hurdle clearly demonstrates attainment of learning outcomes.



Appendix Two – Grade Schedule

Percentage	Letter Grade	Interpretation
85 and above	HD	A student assigned a "High Distinction" grade, addresses the assessment task criteria to an excellent standard. Outstanding achievement of all the learning outcomes. Superior level of knowledge and skills displayed.
75 – 84	D	A student assigned a "Distinction" grade, addresses the assessment task criteria to a very high standard. Very good achievement of the learning outcomes. Very high level of knowledge and skills displayed.
65 – 74	C	A student assigned a "Credit" grade, addresses the assessment task criteria to a high standard. Good achievement of the learning outcomes. High level of knowledge and skills displayed.
50 – 64	P	A student assigned a "Pass" grade, addresses the assessment task criteria to a satisfactory standard. Satisfactory achievement of the learning outcomes. Adequate level of knowledge and skills displayed.
0-49	F	A grade of "Fail" may be awarded when a student fails to adequately address the assessment task criteria. Does not achieve the learning outcomes. Does not display an adequate level of knowledge and skills.
	IN	An incomplete assessment task is awarded by the Student Services Manager and approved by the Executive Dean to those students under special consideration. When a student fails to attempt one or more assessment components of the subject as listed in the Subject Outline.
	DE	Deferred Assessment – denotes that a deferral has been granted to a formal examination or assessment via Special consideration.
	W	Withdrawn from course and/or subject – applies where a student withdraws from a course and/or subject after the census date but, no later than the last day to withdraw without academic penalty.