

## ASSESSMENT POLICY

<b>Approving Authority</b>	Academic Board
<b>Purpose</b>	This policy provides the framework for the design, delivery and implementation of assessment of students.
<b>Responsible Officer</b>	Academic Dean
<b>Next Scheduled Review</b>	September 2026
<b>Document Location</b>	<a href="http://www.ozford.edu.au/higher-education/policies-and-procedures/">http://www.ozford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated Documents</b>	<p>Academic Appeals Policy and Procedure</p> <p>Academic Integrity Policy and Procedure</p> <p>Assessment Moderation Policy and Procedure</p> <p>Academic Progress Policy and Procedure</p> <p>Conferral of Academic Qualifications Policy and Procedure</p> <p>Course and Unit Development, Approval and Review Policy and Procedure</p> <p>Credit Transfer and Articulation Policy and Procedure</p> <p>Diversity and Equity Policy and Procedure</p> <p>Equivalence of Professional Experience and Academic Qualifications Policy</p> <p>Records Management Policy and Procedure</p> <p>Special Consideration Policy and Procedure</p> <p>Student Code of Conduct Policy and Procedure</p> <p>Student Consultation Policy and Procedure</p> <p>Student Grievances and Appeals Policy and Procedure</p> <p>Student Support and Services Policy and Procedure</p> <p>Work Integrated Learning (WIL) Policy and Procedure</p> <p>Assessment Procedure</p>

### 1. PRINCIPLES

The Ozford Institute of Higher Education’s (hereafter referred to as the “Institute”) framework for the design, delivery and implementation of assessment of students is designed to contribute to high quality learning by students, and to allow for quality assurance and the maintenance of high academic standards to ensure the integrity of the Australian Qualifications Framework (AQF) level of the registered course and to ensure that the academic standards of the Institute are maintained and safeguarded.

The Institute’s approach to assessing the progress and achievement of students against course and unit learning outcomes must be of a high quality, effective and acceptable to stakeholders, including professional bodies and students. The Institute places the highest possible value on academic integrity and undertakes its assessment in this context.

This is an overarching policy and should be read in conjunction with the ***Academic Integrity Policy*** and the other policies listed in the Associated Documents. The purpose of this policy is to ensure that the Institute has an assessment system that meets the requirements of the AQF and *Higher Education Standards Framework (Threshold Standards) 2021* for developing, conducting and moderating assessments.

The Institute ensures that all methods of assessment are consistent with the learning outcomes being assessed and are capable of confirming that all specified learning outcomes are achieved and that grades

awarded reflect the level of student attainment. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.

As assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and must reflect the requirements of the unit. Assessment is designed to:

- encourage and reinforce learning through feedback that is clear, informative, timely and relevant;
- be fair and equitable for all students, particularly Aboriginal and Torres Strait Islanders, students with disabilities or students from culturally diverse backgrounds;
- enable robust and fair judgements about student performance;
- be authentic and meaningful;
- maintain and protect academic standards;
- ensure students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment;
- ensure results are promptly and accurately documented;
- ensure the quality of the units and courses is continually improved; and
- ensure accountabilities to regulatory bodies, industry/employers and the wider community are met.

The Institute's assessment must satisfy the following principles of assessment:

- Assessment is authentic, transparent and equitable
- Assessment is reliable, and assures learning
- Assessment design promotes academic integrity
- Assessment is standards-based
- Assessment is designed to enable a course-based approach

## 2. SCOPE

This policy applies to:

- students enrolled in all accredited courses and units of study;
- staff developing and delivering accredited courses and units of study; and
- staff involved in assessment of accredited courses.

## 3. DEFINITIONS

### ***Academic Misconduct:***

Academic misconduct refers to cheating, plagiarism and any other conduct by which a student seeks to gain an academic advantage for them or for any other person which they are not entitled to; or where this conduct unfairly disadvantages another student. Academic misconduct is a breach of Academic Integrity, intentional or unintentional. It involves any activities and practices that:

- Undermine the integrity of assessments;
- Misrepresent academic outcomes; or
- Seek to gain an unauthorised or unfair academic advantage over others.

Examples of such breaches are cheating, contract cheating, plagiarism, submitting an assessment prepared by others or by Artificial Intelligence (AI), collusion, copying from other persons' work, cheating in exams,

fabrication or falsification of information, and offering or accepting bribes or favours for grades or admission.

### ***Assessment***

The process of forming a judgement on the quality and extent of student achievement or performance and, therefore, by inference, is a judgement about the learning itself.

### ***Assessment system***

A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment.

### ***Assessors***

Persons who assess a learner's performance in accordance with AQF and unit requirements. Assessors have one AQF qualification level above the level of the unit they are assessing or equivalent professional experience in accordance with the ***Equivalence of Professional Experience and Academic Qualifications Policy***.

### ***Assessment Task***

An assessment task is one that has been prescribed to be completed by students and is assessed as part of the final grade for a unit of study.

### ***At Risk***

This is where, for whatever reason, a student is considered as potentially not meeting the course progression requirements. 'At-risk students' are defined as:

- students who, at enrolment, are considered potentially at risk of non-completion without an academic support program.
- students in their first study period who have been identified as at risk of non-completion of a unit through the failure or non-submission of an assessment item.
- a student who fails more than 50% of a study load (equivalent full-time study load) in any study period for the first time or a student who fails the same unit for the second time.
- students who have experienced 'educational disadvantage' (because of illness, disability, disrupted education, family problems or misadventure).
- any students who have been referred directly by an academic staff member.

### ***Credit Transfer***

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications (source: AQF Credit Transfer: An Explanation).

### ***Intervention Strategies:***

This is an action plan that is implemented for an at-risk student to mitigate the likelihood of the student being assessed as making unsatisfactory progress.

### ***Moderation:***

The quality review of the assessment process. Moderation involves checking that the assessment task/s are valid, reliable, sufficient, current and produce/s authentic evidence to enable reasonable judgements to be made about whether the course and learning outcomes of the unit are met. It includes reviewing a statistically

valid sample of the assessments and making recommendations for future improvements to the assessment tasks, processes and/or outcomes and acting upon such recommendations.

***Plagiarism:***

Plagiarism refers to claiming someone else's ideas or words to be one's own without acknowledging the source. Plagiarism is one form of academic misconduct, and students and staff are expected to avoid it by doing their own work, acknowledging all sources of information and ideas and acknowledging all group members when group work is concerned.

***Recognition of Prior Learning***

Recognition of prior learning (RPL) is an assessment process that involves the assessment of an individual's relevant prior learning to determine the credit outcomes of an individual credit application. The AQF Glossary of Terminology defines the forms of learning as follows;

- Formal learning – learning that takes place through a structured program of learning that leads to full or partial achievement of an officially accredited course.
- Informal learning – learning gained through work, social, family, hobby or leisure activities and experiences. It is not organised or structured in terms of objectives, time or learning support.
- Non-formal learning – learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.

***Work Integrated Learning***

Work Integrated Learning is an umbrella term for a range of experiential educational activities outside the Institute's campus that integrate theoretical learning with its application to workplace and business.

**4. POLICY**

**Planning and Design of Learning and Assessment**

4.1 The Academic Dean establishes the School Assessment Committee to assist with:

- ensuring the quality of unit assessment items and the moderation processes undertaken within units;
- monitoring the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers;
- identifying units in which the assessment outcomes are unsatisfactory and providing advice to the unit convenor on actions to improve outcomes;
- monitoring processes to ensure effective and efficient security of assessment submissions, exam questions, exam papers and the safe return of assessment items;
- calculating the aggregate marks and recommending the award of grades; and
- recommending the award of supplementary assessment.

4.2 The Institute ensures that planning for each unit, including the teaching, assessment and volume of learning, is consistent with the requirements of the AQF and accredited course requirements and enable each learner to meet the requirements of the unit in which they are enrolled. The Institute ensures that the learning and teaching resources support assessment.

- 4.3 The Institute ensures that every enrolled student is assessed unless they have been excluded from assessment.
- 4.4 Assessment and grading:
- allows the Institute to measure and report the acquisition of knowledge and skills that a student has obtained against the established intended learning outcomes, and
  - is an opportunity to provide students with feedback on their progress; and
  - records and reports whether or not the student has demonstrated an overall level of performance that warrants successful completion of the unit, and
  - allows excellent performance to be recognised.
- 4.5 Each unit clearly sets out specific assessment requirements and tasks. Assessment is criterion-referenced and aligned to specific unit learning outcomes. Each assessment task will be assigned a weighting, expressed in terms of the percentage of the total mark in the unit that is appropriate.
- 4.6 Assessment tasks will be developed to:
- be consistent with the relevant course and unit learning outcomes and the assessment requirements for the unit.
  - clearly link teaching objectives, content, learning and teaching activities and intended learning outcomes at the unit level; and
  - define the assessment methodology, ie. peer, formative or summative assessment.
  - be consistently applied and set at a level consistent with the expectations of the relevant AQF level of the course and with the standards applying in Australian universities and higher education providers.
  - be designed, as far as practicable, to be fair, equitable, inclusive, objective and auditable and accessible by, and meet the needs of the Institute's diverse student cohort and allow all students to participate in the assessment task with, or without, reasonable adjustments.
  - accurately evaluate the knowledge and skills, and the application of knowledge and skills, that a student has obtained up to the point at which the task is completed.
  - be balanced to provide diagnostic, timely and meaningful feedback on formative assessment tasks, as well as summative judgments about academic performance.
  - be designed to accurately evaluate the knowledge and skills, and the application of knowledge and skills, that a student has obtained up to the point at which the task is completed.
- 4.7 The assessment requirements for each unit will be moderated as set out in the ***Assessment Moderation Policy and Procedure*** prior to use to ensure there is a strong relationship between the teaching strategies, learning outcomes expected and the assessment requirements

### **Workplace Integrated Learning**

- 4.8 The ***Workplace Integrated Learning Policy and Procedure*** sets out how the Institute assesses workplace learning. All workplace assessment must be consistent with this policy.

### Recognition of Prior Learning

- 4.9 The Institute offers the Recognition of Prior Learning (RPL) assessment process to applicants for learning outcomes that applicants have previously achieved. The assessment process must be consistent with this policy.
- 4.10 The Institute will assess applications for RPL as set out in the *Credit transfer and Articulation Policy and Procedure*.

### Reasonable Adjustment

- 4.11 Reasonable adjustment will be provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need as set out in the *Diversity and Equity Policy and Procedure*.
- 4.12 Whilst reasonable adjustments are designed to enable students to achieve their potential, the academic standards for the assessment must still be met.

### Changes to Assessment Requirements

- 4.13 Changes to assessment requirements may arise from course and unit reviews conducted in accordance with the *Course and Unit Development Approval and Review Policy and Procedure* or occur independently of such reviews.
- 4.14 Any proposal to substantially alter the assessment requirements of a unit should be made before the next scheduled offering of the unit.
- 4.15 The Academic Dean will approve any redevelopment work and ensure that appropriate moderation processes are completed as set out in the *Assessment Moderation Policy and Procedure*.
- 4.16 If substantive alterations are proposed to the assessment requirements of any course, once the assessments have been prepared, the Education Committee will review and provide advice on the revised assessment(s) tasks.
- 4.17 In exceptional circumstances and in the case of compromised integrity of assessments, the Academic Dean may approve a variation of detail in the assessment requirements of a unit, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the unit and the appropriate moderation has occurred.
- 4.18 Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Academic Dean must be satisfied that students are not disadvantaged by the change or the timing of the change.

### **Special Consideration**

- 4.19 Students may apply for special consideration for any unit and in respect to assessment as set out in the *Special Consideration Policy and Procedure*.

### **Exclusion from Assessment**

- 4.20 The Institute may direct that a student be excluded from attempting any component of assessment, or that the results obtained by the student in any assessment be withheld, or place any conditions on a student's attempt at a component of assessment, if the student:
- has not paid all fees or charges owed to the Institute; and/or
  - has not paid all fines or other penalties imposed on them; and/or
  - did not submit any of the required assessment tasks; and/or
  - did not perform any of the required practical work.

### **Supplementary Assessment**

- 4.21 Supplementary assessments may be granted to any student not achieving a pass result on the first attempt by a small margin. The reassessment provides the student with additional time for private study followed by the opportunity to demonstrate that the criteria for passing the unit has been met. A student cannot request a supplementary assessment. A supplementary assessment is awarded by the Academic Dean on the advice of the School Assessment Committee.
- 4.22 When a student has received a percentage score between 40% and 47% overall and has completed all the assessment tasks, supplementary assessment may be granted to the student by the Academic Dean.
- 4.23 A student will not be granted more than one chance for supplementary assessment for each unit in the trimester.
- 4.24 If the student has not passed after two assessments, the student will be required to re-enrol in the unit and pay the required fees.

### **Request for Extension**

- 4.25 Request for an extension of time to submit an assessment item must be made in writing to Academic staff. The request for an extension must be lodged at least one working day prior to the due date for the assessment item.

### **Late Submission of Assessment Penalties**

- 4.26 Assessment items submitted after the due date will not be accepted unless:
- a. an extension of time for submitting the item has been approved
  - b. explicit provision is made in the assessment instructions for marking penalties to be applied to an assessment item submitted late.
- 4.27 A marking penalty may apply where the assessment task is submitted after the due date without an approved extension. Penalties are as follows:



- 5% of the total marks of the task is deducted for each new calendar day up to seven calendar days.
- where work is submitted more than two weeks after the due date, the task will not be accepted, and the student will receive 0% for the task.
- work that is submitted after the due date may receive 0% where the Academic Dean or delegate determines that it is unreasonable or impracticable to assess the task after the due date.

### **Deferred Assessment**

- 4.28 Students may request a deferred assessment if they are prevented from performing an assessment task, such as an examination, test, presentation or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons.
- 4.29 A request for deferred assessment can only be considered once for each unit in the trimester. Requests for deferred assessment must be made in writing and accompanied by appropriate documentary evidence. A request for deferred assessment must be lodged at least one working day prior to the assessment due date.
- 4.30 A request for deferred assessment will be considered by the Academic Dean who will approve or reject the request. An application for a deferred exam or test may be rejected if the Academic Dean has reason to believe the student is seeking to gain an unfair advantage through deferred assessment. This judgement may be based on the particular circumstances of the request, the student's academic record and history of deferral requests.
- 4.31 A deferred assessment generally takes the form of a replacement assessment item or examination. The replacement assessment item will resemble the original assessment item or examination as closely as possible and will have been moderated prior to use.
- 4.32 Exam invigilators will have and may exercise all powers reasonably necessary to ensure the proper and efficient conduct of the assessments. With the approval of the Academic Dean or delegate, they will have the permission to vary exam rules in exceptional circumstances.

### **Examinations**

- 4.33 Where one or more of the assessment tasks for a unit is an examination, students are to be provided with a clear statement of what is expected for the examination.
- 4.34 The following rules apply to the conduct of examinations:
- Student's identity cards must be produced upon request at all examinations;
  - Students will be admitted to the examination room 15 minutes before the starting time of all examinations. During this period, they may study the examination paper, but no writing will be allowed;
  - Unless given special permission by the exam invigilator, no student shall enter the examination room later than half an hour after the examination has commenced, nor shall any student be allowed to leave the examination room before the expiration of half an hour from the start of the examination;



- No student who has left the examination room shall be permitted to return unless the student has been under supervision during such absence;
- No student shall be permitted to leave the examination during the last half an hour;
- Invigilators shall have and may exercise all powers reasonably necessary to ensure the proper and efficient conduct of the examination;
- Invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the exam; and
- Only some resources or materials are permitted for student use during an examination. Restrictions apply to specific items, including calculators and other electronic devices, mobile phones, books, notes and other materials. Resources or materials that are authorised for use in examinations are specified in the unit profile.

4.35 Students will be permitted to view their examination script under the following conditions:

- Students may view an exam script only after the results have been finalised for the unit;
- When viewing an examination script, the student is not permitted to be accompanied by another person (such as a friend, agent or parent);
- An examination script will be viewed in the presence of a staff member;
- No discussion will be allowed about the marking of the exam script; and
- The student is permitted to take notes, but not to make notes on, or otherwise deface, the examination script.

## Awarding Grades

4.36 Grading will be designed to record and report whether or not students have demonstrated an overall level of performance that warrants successful completion of the unit and to allow excellent achievement to be recognised and rewarded, in accordance with the approved marking scheme for that unit.

4.37 Student results in each unit will be determined by applying the marking scheme specified for the unit.

4.38 The grading of the student's performance against these standards should be appropriately, fairly and consistently applied for all students undertaking the same course of study.

4.39 Students will receive feedback in relation to their assessments with reference to the criteria against which their performance has been assessed.

4.40 Student results for units will be recorded in the student management system using the following grades:

Grade	Acronym	Percentage Range
High Distinction Demonstrates imagination, originality or flair, based on proficiency in all aspects of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.	HD	80-100
Distinction Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to evaluate new ideas.	D	70-79
Credit Demonstrates ability to use and apply fundamental concepts and skills of the unit going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.	C	60-69
Pass Satisfies all of the basic learning requirements of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates satisfactory, adequate, competent, or capable achievement.	P	50-59
Fail Fails to satisfy the requirements of the unit.	F	0-49
Exemption Recognition of Prior Learning or Course Credit	EX	N/A
Deferred Assessment	DA	N/A
Supplementary Assessment	SA	N/A
Withdrawn	W	N/A

- 4.41 A student that receives exemption as set out in the Institute’s *Credit Transfer and Articulation Policy and Procedure* will not receive a grade. The student will receive an unspecified credit with the grade recorded as “EX”.
- 4.42 A student that is still to complete a deferred or supplementary assessment will not receive a grade. The student’s results will include “DA” for deferred assessment or “SA:” for supplementary assessment

### Upgrading Results

- 4.43 In recognition of the subjective nature of marking and interpersonal variations of marks and with a view to ensuring fairness to students, the School Assessment Committee may upgrade all marks that fall within 2 marks of the next higher grade to the next higher grade by adding up to 2 marks to the total marks provided the student has completed all assessment tasks in the unit. Thus, a score of 48 (SA) to be upgraded to 50 (P) and 58 (P) to be upgraded to 60 (C) and so on.

### **Determination of Final Grades**

- 4.44 The final results for any unit of study are not official until completion of assessment in that unit and formal publication by the Institute.
- 4.45 The School Assessment Committee is responsible for aggregating marks for assessment, deferred assessment and supplementary assessment grades and recommending the final grades.
- 4.46 The Academic Dean is responsible for confirming final grades, determining the recipients of prizes and awards to students and authorising the timely communication of the results.
- 4.47 Students are notified of their results at the end of each period of study. The ***Conferral of Academic Qualifications Policy and Procedure*** sets out how students can access their results.

### **Changes to results**

- 4.48 The Academic Dean may alter a grade if:
- the alteration is necessary to correct an error; or
  - the alteration is necessary to make the grade accord with the grade which would have been awarded if relevant circumstances, which were not considered at the time of the determination of the grade, had been taken into consideration.

### **Appeals against Assessment**

- 4.49 Students may request a review of assessment outcomes by accessing the ***Academic Appeals Policy and Procedure***.

### **Students at Risk**

- 4.50 The ***Academic Progress Policy and Procedure*** sets out how the Institute identifies and manages Students 'at risk' of unsatisfactory course progress.

### **Moderation of Assessment**

- 4.51 Assessment is moderated as set out in the ***Assessment Moderation Policy and Procedure***.

### **Retention of Assessment records**

- 4.52 The Institute will retain copies of assessment records as set out in the ***Records Management Policy and Procedure***.

### **Monitoring and Reporting**

- 4.53 At the conclusion of each assessment period, the Academic Dean submits a report to the Academic Board that provides:
- student cohort analysis including the results of all students for the trimester.
  - details of any grades changed during the trimester including the reason for the change.

- details of any incidents where security or academic integrity is breached in respect to assessment and the actions taken

4.54 The Education Committee will provide advice on any changes to assessments and report this to the Academic Board.

## 5. QUALITY ASSURANCE

To ensure that this policy is fit for purpose and meets the requirements of the HESF Threshold Standards, the policy will be:

- 5.1 internally endorsed by the senior management on development or review, prior to approval by Governing Board, AB or other delegated authority;
- 5.2 externally reviewed as part of any independent review of the HESF Threshold Standards approved by the Governing Board;
- 5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier); and
- 5.4 referenced to the applicable HESF threshold standard and/or other legislation/regulation.

## 6. FEEDBACK

Feedback or comments on this policy are welcomed by the listed responsible officer of the Institute.

## 7. ACKNOWLEDGEMENT

This policy was developed with reference to the following:

- Charles Darwin University, Grading Policy, 2023 ([Grading Policy / Governance Document Library \(cdu.edu.au\)](https://www.cdu.edu.au))
- Deakin University, Higher Education Courses Policy, 2023, and Assessment (Higher education Courses) Procedure, 2023 ([Higher Education Courses policy / Document / Deakin Policy Library](https://www.deakin.edu.au) and [Assessment \(Higher Education Courses\) procedure / Document / Deakin Policy Library](https://www.deakin.edu.au))
- Federation University Australia, Higher Education Assessment Procedure, 2023, Higher Education Examinations Procedure, 2023, Supplementary Assessment Procedure, 2023 ([Higher Education Assessment \(inclusive of FedTASKs\) Procedure \(federation.edu.au\)](https://www.federation.edu.au), [Supplementary Assessment Procedure \(federation.edu.au\)](https://www.federation.edu.au) and [https://policy.federation.edu.au/academic\\_governance/procedures/assessment/ch04.php](https://policy.federation.edu.au/academic_governance/procedures/assessment/ch04.php))
- Macquarie University, *Assessment Policy*, July 2021 ([Assessment Policy / Document / Policy Central \(mq.edu.au\)](https://www.mq.edu.au))
- Melbourne University, Assessment and Results Policy, 2022 ([Assessment and Results Policy \(unimelb.edu.au\)](https://www.unimelb.edu.au))

## 8. VERSION CONTROL

Version	Date Approved	Description	Approved By
1.0	December 2013	Initial issue	AB
2.0 (Revised)	August 2018	Reflecting the requirements of the Threshold Standards and changes in academic leadership structure	AB
3.0	August 2019	Internal review	AB
4.0	October 2019	Internal review	AB
5.0	November 2019	Internal review	AB
6.0	November 2021	Internal review	AB
7.0	September 2023	Internal review	AB
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 (Cth) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) Education Services for Overseas Students Act (ESOS) 2000 (Cth) Education Services for Overseas Students Regulations 2019 (Cth) The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)		

Note.

AB = Academic Board.