



Assessment Policy and Procedure

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A. Overview

- i. The Lead Institute of Higher Education ('the Institute' or 'LIHE') Assessment Policy and Procedure ('the Policy') outlines the principles and processes that underpin the design, development, and implementation of assessment of units in courses. This Policy establishes the responsibilities and obligations of LIHE staff and students in relation to assessment and sets out the procedures, rules, and regulations governing all assessments. This Policy should be read in conjunction with the Academic Integrity Policy.
- ii. Definitions

For definitions, please refer to the 'Dictionary of Terms'.

B. Scope

This Policy applies to all LIHE's courses, students and staff.

C. Policy Principles

This Policy is underpinned by the following principles:

- i. Assessments are designed to demonstrate student attainment of unit learning outcomes, course learning outcomes and the graduate attributes;
- ii. Assessment of units must comprise a variety of tasks that reflect the levels of attainment required for the AQF level of the course;
- iii. Each unit of study should have an assessment in the first half of the study period/semester to provide formative feedback and to assist with identifying students requiring additional academic support.
- iv. Grading of assessment items is consistent across the Institute and, is comparable to standards at similar Australian higher education institutions;
- v. Grading of assessment is criterion referenced and assessment items must be fair, inclusive, and equitable for all students;
- vi. Grading criteria enable the student to understand the level of achievement required and assist the marker to make sound and consistent decisions;
- vii. Students should have access to comprehensive and accurate information about assessment requirements and standards before or at the commencement of the unit of study;
- viii. Students should receive timely and effective feedback on assessment items to support student learning.

D. Assessment Submission Procedures

- i. General rules for submission
 - a. Assessment details including assessment purpose, question, format, quantity (word count, pages or time), submission due date or any other requirements must be clearly documented and provided to students at the commencement of the unit.
 - b. Students must submit the assessment in the documented required format.
 - c. Assessments are to be submitted by the due date unless an extension has been granted. Penalties may be applied to late submissions.
 - d. Students must complete and submit a Student Declaration of Authorship for each assessment item.
 - e. All written assessment tasks must be tested for originality to avoid plagiarism.
 - f. Assessment items may be resubmitted until the submission due date/time without penalty.

- g. Resubmission of materials after the due date may be permitted where the unit coordinator needs clarification of the assessment material.
- h. Materials submitted for assessment (whether written or recorded) may be shared with other examiners, within or beyond the Institute, for second marking, benchmarking or any other purposes. Where identification is not required for these purposes, materials are de-identified.

ii. Compassionate or compelling circumstances

A student may apply for an extension when circumstances beyond their control have impacted the submission of an assessment task by the due date. Compassionate or compelling circumstances may include:

- a. serious illness or injury of the student (including domestic violence);
- b. childbirth (for the student or the student's partner);
- c. serious illness or bereavement of an immediate family member;
- d. misadventure;
- e. legal responsibilities, such as jury service;
- f. military service or emergency services responsibilities.

Students requesting an extension must complete and submit the Assessment Extension Form and supporting documentation, at least one (1) day before the submission date. A request made on, or after, the submission day will not be considered unless the student is deemed incapable of having been able to submit. For example, if a student has an accident or is incapacitated by a certified sudden serious illness.

iii. Reasonable adjustments

Reasonable adjustment refers to the modifications or accommodations made to assessment procedures and conditions to ensure equitable opportunities for students with specific needs. The aim is to ensure that students facing difficult circumstances are not unfairly penalised and are given a fair opportunity to demonstrate their capabilities. Reasonable adjustments can include but are not limited to:

- a. extra time for exams;
- b. alternative assessment formats; and/or
- c. adjustments to the physical environment.

LIHE will ensure that the adjustments made are reasonable and do not fundamentally alter the nature or essential requirements of the assessment tasks.

E. Types of Assessment Tasks

Assessment items may take a variety of forms, which may vary across units as well as across course stages (first year, second year and third-year units). There are four most commonly used assessment tasks:

i. Written assessment tasks

A written assessment task is an assessment task completed by a student or group of students in a specified period of time and submitted in written form. For example, essays, reports, case study analyses, etc.

ii. Presentations

A presentation is an assessment task presented by a student or group of students to an examiner or examiners in verbal, visual, or material form. For example, oral presentations and/or video presentations using various tools or *viva voce*.

iii. Practical assessments

A practical assessment is an assessment task completed by a student or group of students and demonstrated under the supervision or oversight of an examiner or examiners. A practical assessment may take the form of a practical demonstration, application of skills, or a report on the observation of the student or group of students over a specified period of time. For example, a capstone project.

iv. Invigilated examination, quiz, or short answer test

An invigilated examination, quiz or short answer test is an assessment task completed by students within a specified time and at a specified place, under supervised examination conditions. For example, quizzes, mid-semester exams, final exams, etc.

F. Late Submission Penalties

Penalties will be imposed on late assessment submissions in accordance with the table below unless approval in advance has been granted.

Number of days late	Penalty
1 - 9 days <i>Note: 1 day = first 24 hours after the deadline</i>	5% per day for each calendar day late deducted from the total marks available
10 - 14 days	50% deducted from the total marks available.
After 14 days	Assessments submitted more than 14 calendar days after the due date will not be accepted and the student will receive a mark of zero for the assessment(s) unless special consideration is approved and applied.

G. Supplementary Assessment

- i. Supplementary assessments may be granted when
 - a. A student's marginal fail grade* for a unit is confirmed by the Teaching & Learning Committee; and
 - b. The student has obtained a passing grade of 50% or more in all other units for which the student is currently enrolled; and
 - c. The student has attempted/submitted all assessment tasks in that unit.
- ii. The supplementary assessment process and result
 - a. Wherever possible, a supplementary assessment is prepared in the same format by the original assessor or relevant Course Director and tests the same areas of skill and depth of knowledge as the original assessment.
 - b. Where a supplementary assessment is approved in the form of an exam, the student will be notified by the Institute of the date, time, and room of the supplementary

- assessment.
- c. The notification will be sent to the student's LIHE email account at least 5 working days before the date of the supplementary assessment.
 - d. If the student passes the supplementary assessment, the student will be awarded a Pass 'P' grade for the unit, otherwise the student will be awarded a Fail 'F' grade.

H. Grades

i. Grading scheme

Grades	Code	Marks Range
High Distinction	HD	85 – 100
Distinction	D	75 - 84
Credit	C	65 - 74
Pass	P	50 - 64
Fail *Marginal Fail Grade (45 – 49)	F	0 - 49
Fail Incomplete	FI	Range N/A
Fail Withdrawn	FW	Range N/A

ii. Grade descriptors

Grades	Description
High Distinction	Students' performance is at an outstanding level of attainment demonstrated by understanding, interpretation, and presentation.
Distinction	Student's performance is at a very high level of attainment demonstrating originality and insight.
Credit	Student's performance is at a high level of attainment manifested in understanding and presentation as well as a degree of originality and insight.
Pass	The student's performance satisfies the minimum requirements.
Fail	The student's performance fails to satisfy the minimum requirements of the unit learning outcomes
Fail Incomplete	A FI grade is awarded to a student who does not submit all the mandatory pieces of assessment for the unit as specified in the unit outline. This grade may be awarded irrespective of whether the student achieves an overall score of 50 percent or greater in the unit.

Fail Withdrawn	The student has withdrawn from a unit with an academic penalty after the census date for enrolment. FW results only apply to unit enrolments withdrawn before the formal exam period begins.
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I. Quality Assurance, Moderation and Review

LIHE requires quality assurance of assessment at both the course and the unit level. Relevant Course Directors are responsible for establishing quality assurance practices for assessment in all units as per the *Quality Assurance Policy*. This will include both internal and external moderation and benchmarking of assessment as per the *Assessment Moderation Policy*.

Quality assurance of assessment will be maintained at every stage of the assessment cycle. Assessment tasks must be subject to routine assessment moderation processes and reviewed through consensus moderation practices, including peer review, to ensure that they reflect appropriate assessment design and grading. LIHE provide professional development opportunities for staff relating to the design, implementation, and moderation of assessments.

J. Appeals

Applicants may appeal a decision by writing to the Student Support Manager within 10 working days from the date decision was sent if they believe that there were procedural or administrative errors made in accordance with this Policy. For details, refer to the *Student Grievance Policy and Procedure*.

Version	Approved by	Approval Date
2	Academic Board	4 July 2022
Next Review	Custodian	Effective Date
Refer to the <i>Policy Documents Review Schedule</i>	Dean	4 July 2022
Related Documents	Dictionary of Terms Academic Integrity Policy Student Grievance Policy and Procedure Quality Assurance Policy Assessment Moderation Policy and Procedure Student Code of Conduct Records Management Policy	
References and Legislations	National Code of Practice for Providers of Education and Training to Overseas Students 2018 Higher Education Standards Framework (Threshold Standards) 2021	