ASSESSMENT POLICY

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Policy owner  | Chair, Academic Senate
Contact person| Director, Learning and Teaching
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Related policies | University Handbook, Part 2: Academic Regulations
                  | Student Support Policy (COR 4.01)
                  | Disability Policy (COR 1.07)

1. Overview
The task of assessing and awarding a grade in each subject is a requirement of the Academic Regulations (Part 2: Academic Regulations, Section 48). The purpose of this Policy is to supplement the Regulations by describing staff and student responsibilities in more detail.

Faculties may also have additional assessment policies that provide details about the implementation of University-wide regulations and policies at the Faculty level.

Where this Policy relates to an existing Regulation or Policy, the relevant document is noted and a hyperlink provided to the source document on the University’s network.

2. The Policy
2.1. Quality Assurance of Assessment
2.1.1. Assessment must be consistent with the expressed learning outcomes for the subject and/or program.
2.1.2. Assessment must be accessible, that is, alternate formats with equivalent content are provided, where appropriate, for students with disabling conditions.
2.1.3. To give students equitable opportunities to demonstrate their learning, subjects will, where feasible, contain a mix of different assessment tasks.
2.1.4. Alternate assessment formats with equivalent content are provided for approved students with disabling conditions.
2.1.5. The quality of assessment must be assured through a Faculty quality assurance process, and as part of the University’s regular cycle of evaluation and review of subjects, programs and Faculties.
2.1.6. There must be a minimum of two items of assessment for each subject with a minimum value of 10% per assessment item. One of the pieces of assessment might be a final examination and one piece of assessment may be set earlier in the semester. For example, a series of quizzes or the proposal for a special topic subject might constitute an item of assessment.
2.1.7. Feedback on assessment must be provided to students within two weeks of the assessment submission due date. When a subsequent assessment item is a continuation of the work completed for a prior piece of assessment, feedback must be provided on the piece of assessment with sufficient lead time to enable successful completion of the subsequent assessment item.
2.1.8. In addition to explicitly listing the types of assessment, weighting and specific grading criteria for each assessment in the Subject Outline, at the first lecture of the semester educators must explain and respond to student questions about this assessment information.

2.1.9. Subject Outlines must clearly inform students how to access their grades for all assessment, including final examinations.

2.2. Features of Good Assessment
Subject and Program Coordinators should, to the extent feasible, ensure that assessment tasks exemplify the features of good assessment which are elaborated upon in the Assessment@Bond resource booklet produced by the Office of Learning & Teaching.

2.3. Class Attendance and Participation
2.3.1. A statement should be included on the Subject Outline encouraging students to attend all classes and that if they miss a class they are responsible for obtaining any information or materials provided during the class.

2.3.2. Grades must be based on assessable learning outcomes and may not be allocated based on attendance and/or undefined participation.

2.3.3. Where attendance is required or participation is assessed, staff must keep appropriate attendance or participation records.

2.3.4. Where attendance at nominated sessions is required for pedagogical reasons, for example where student learning must be supervised such as in practical laboratory work, educators must include the attendance requirements in the Subject Outline. The attendance requirement may include a maximum limit on unexcused absences from sessions resulting in students not being permitted to participate in the final examination. Where this condition exists, students must be informed in writing, within two weeks of exceeding the limit on unexcused absences, that they are not permitted to participate in the final examination.

2.3.5. A student who has an unsatisfactory attendance record or who performs poorly at progressive assessment tasks may be identified as being in need of support under the Student Support Policy (COR 4.01).

2.3.6. Clear and explicit criteria for subject grading, including the weighted grade allocation for tutorial and/or seminar activity, must be made available on Subject Outlines. The types of assessment, weighting and specific grading criteria for each assessment must be made available to students through Subject Outlines and be consistent for all of the Subject's Tutorials.

2.3.7. Midway through the subject, educators must provide students, preferably in writing, an indication of their interim grade for graded tutorial and/or seminar activity.

2.4. Assessment
2.4.1. General
2.4.1.1. Students may be required to complete progressive assessment tasks, including examinations administered within the Faculty. Assessment criteria and standards must be communicated to students in the Subject Outline.

2.4.1.2. Staff must ensure that submission and return of assessments are secure processes.

2.4.1.3. Feedback, including constructive criticism, must be provided to ensure so students understand how they attained the mark or grade awarded.

2.4.1.4. The Subject Outline must clearly indicate the required conditions for passing the subject. i.e. if separately passing the final examination and the other combined assessment components is a requirement, this must be clearly indicated on the Subject Outline.

2.4.1.5. Assessment should be done anonymously, using student identification numbers, where it is reasonable to do so. Final examinations and mid-term examinations are to be marked anonymously. Students are to use their Bond student identification numbers rather than their names on the examination papers.
2.4.2. **Assessment of Group Work**

2.4.2.1. Subject coordinators must ensure that appropriate conditions are set for group work and must make clear the distinction between group work and individual work in their Subject Outlines.

2.4.2.2. Coordinators must ensure that, as far as possible, all members of a group contribute in an equitable manner. Differential marks for members based on their contribution to the group may be given if a transparent procedure for doing so is in place and announced in Subject Outlines.

2.4.2.3. Subject Outlines must specify both the formative and summative criteria and marking guidelines used for the grading of group work. Where mandatory student peer review is used, this must be specified in Subject Outlines.

2.4.3. **Late Submission and Extensions**

Subject coordinators may grant extensions for the submission of assessment tasks. The granting of extensions will comply with the following:

2.4.3.1. Students may be penalised for late submission of assessment tasks. Students must be warned in advance of any penalties that may apply and must be notified of any penalty incurred.

2.4.3.2. Penalties for the late submission of assignments should be clearly stated on Subject Outlines. The penalties are a Faculty level decision.

2.4.3.3. Extensions will only be granted when there is an appropriate explanation for, or justification of, the reason.

2.4.3.4. Applications must be made on or before the due date of the assessment task. An application lodged after the due date must only be accepted if the reason for the extension made it impossible to seek an extension on or before the due date.

2.4.3.5. Applications for extensions must be made in writing and supported by documentary evidence. Where the request is made on medical grounds, it must be accompanied by an appropriate medical certificate. Extensions for personal reasons must only be granted in exceptional circumstances, and only if sufficient evidence is given of the circumstances.

2.4.3.6. In rare cases where students do not wish to divulge the circumstances to a subject coordinator, they must be allowed to speak to a counsellor in Student Services or to the Executive Dean. In such cases subject coordinators should be guided by Student Services or the Executive Dean.

2.4.3.7. The length of the extension granted should reflect the severity of the student's circumstances or the period of the student's illness.

2.4.3.8. Extensions will not normally be granted for the following reasons:

2.4.3.8.1. Computer crashes – it is the responsibility of the student to ensure proper backup of assessment tasks.

2.4.3.8.2. Clashes in assessment dates – it is the responsibility of the student to manage their workload.

2.4.3.8.3. Pressure of paid employment – it is the responsibility of the student to ensure that their subject load reflects the level of work commitments they may have.

2.4.3.8.4. Travel arrangements – it is the responsibility of the student to make travel arrangements that do not conflict with assessment requirements.

2.4.4. **Deferred Progressive Examinations**

The University Regulation for Deferred Examinations (see University Handbook, Part 2: Academic Regulations, 51) applies generally to centrally scheduled examinations. Applications for deferral for examinations organised within a Faculty during a semester should be made to the Faculty Subject Coordinator rather than to Student Business Centre. The principles outlined in Section 51 of the Regulations for deferred examinations apply generally to Faculty scheduled examinations.
3. **Definitions**
Apart from the following supplementary definitions, the terms used in this Policy are described or defined in the University Handbook (*Part 1: Award Regulations, Schedule 1: Glossary and Definitions*).

**Assessment task**
Work such as an examination, test, assignment, practical, internship, clinical placement, presentation or other oral work, project, dissertation or thesis which a student is required to complete for any one or a combination of the following reasons:

a) the fulfilment of educational purposes (for example, to motivate learning, to provide feedback or to demonstrate student performance against expected learning outcomes);

b) to provide a basis for an official record of achievement or certification of competence;

c) to permit grading of the student's performance in the subject.

Assessment tasks may be formative (that is, they guide student learning without contributing to the overall grade for a subject); summative (that is, they contribute to the overall grade for a subject); or a combination of both.

**Executive Dean**
For the purposes of this Policy, includes the Executive Dean’s delegate.

**Learning Outcomes**
Explicit statements of changes to knowledge, skills and attributes resulting from subject or program completion.

**Progressive assessment**
Assessment that occurs during a semester (or, in the case of the MBBS program, a phase) and which contributes to the overall grade for the subject. It does not include an end of semester or barrier examination.

4. **Related Procedures**

5. **Related Guidelines and Forms**
   - *Assessment@Bond*
   - *Application for Academic Support*