## ASSESSMENT POLICY

| Policy number | TLR 4.01 |
|---|---|
| Policy name | Assessment Policy (Issue Five) |
| Applicability | All staff and students |
| Policy owner | Chair, Academic Senate |
| Contact person | Director, Learning and Teaching |
| Policy status | Approved Policy |
| Date created | 1 April 2010 |
| Date last amended | 22 April 2020 |
| Date last exposed | 15 November 2019 |
| Date last reviewed | |
| Date of next review | 4 January 2021 |
| Related policies | University Handbook, Part 2: Academic Regulations<br>Student Support Policy (COR 4.01)<br>Disability Policy (COR 1.07)<br>Academic Integrity Policy (TLR 4.02) |

### 1.    OVERVIEW

The task of assessing and awarding a grade in each subject is a requirement of the Academic Regulations (University Handbook, 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.    POLICY PRINCIPLES

Assessment is central to learning and teaching and serves multiple purposes including:

- Promotion of student engagement and learning;
- Measurement of student achievement of learning outcomes;
- Maintenance of quality assurance and professional standards.

In order to address all these purposes, it is expected that the Policy detail below is read in the context of the following principles:

- **Assessment supports student learning** through effective alignment to learning outcomes, appropriate feedback and a range of assessment tasks that take account of the stage of learning of the subject within a program.
- **Assessment requirements are clearly communicated to staff and students** with sufficient detail to ensure transparency of expectations and criteria.
- **Assessment is fair, valid and reliable** so that it provides opportunities for all students to demonstrate attainment of requirements and assesses the intended learning outcomes.
- **Assessment practices are sustainable for staff and students** such that with appropriate diligence:
  - o students can complete assessment tasks and respond to feedback in order to maximise their learning; and
  - o staff can provide sufficient information about assessment tasks, feedback on student work and ensure moderation and improvement of tasks at a subject and program level as appropriate.
- **Assessment practices promote academic integrity** by incorporating appropriate resources to educate staff and students on good practice and through careful assessment design including regular review and update of individual tasks.

## 3. THE POLICY

### 3.1. Quality Assurance of Assessment

3.1.1. Assessment must be consistent with the expressed learning outcomes for the subject and program.

3.1.2. Faculties must map assessment to learning outcomes and graduate attributes at program level to ensure alignment and to enable assurance of learning.

3.1.3. To give students equitable opportunities to demonstrate their learning, subjects will, where feasible, contain a mix of different assessment tasks.

3.1.4. Assessment must be accessible, that is, alternate assessment formats with equivalent content are provided, where appropriate, for approved students with a disability.

3.1.5. 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.

3.1.6. There must be a minimum of two (2) items of assessment for each subject with a minimum value of 10% per assessment item. One (1) of the pieces of assessment might be a final examination and one (1) 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.

3.1.7. Feedback on assessment, including constructive criticism, must be provided to students within two (2) weeks of the assessment submission due date to ensure students understand how they attained the mark or grade awarded. 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.

3.1.8. In addition to explicitly listing the types of assessment and weighting of 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 and draw attention to the University Handbook, Part 2: Academic Regulations, Division 5 – Assessment.

3.1.9. Specific grading criteria for each progressive assessment task must be available on the Subject iLearn site, generally at the start of the subject but no later than the date of release of each assessment task.

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

3.1.11. Changes in the form of assessment after the commencement of teaching should only be made in exceptional circumstances with the approval of the Executive Dean. If such changes are made, all students must be notified in writing 4 weeks prior to the assessment due date.

### 3.2. 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 referenced in resources produced by the Office of Learning & Teaching.

### 3.3. Class Attendance and Participation

3.3.1. 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.

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

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

3.3.4. Where attendance at nominated sessions is required for pedagogical or accreditation 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 (2) weeks of exceeding the limit on unexcused absences, that they are not permitted to participate in the final examination.

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

3.3.6. The types of assessment, weighting and specific grading criteria for each assessment must be applied consistently in all of the subject's tutorials.

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

## 3.4. Assessment

### 3.4.1. General

3.4.1.1. Students may be required to complete progressive assessment tasks, including examinations administered within the Faculty.

3.4.1.2. Staff must ensure that submission, storage and return (as appropriate) of assessments are secure processes.

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

3.4.1.4. To facilitate student learning and promote academic integrity, programs of study may nominate appropriate subjects in which students are permitted to submit at least one draft of a written assessment via an online academic integrity checking system prior to submission of the final version for marking. Relevant Subject Outlines will identify where this opportunity is available.

3.4.1.5. Suitable revision materials must be provided to students to assist their preparation for examinations. Where appropriate, past examination papers will be made available in iLearn, unless specifically advised otherwise. In situations where it is not possible to provide past examination papers, other forms of materials deemed suitable (e.g. practice examination questions) will be provided.

3.4.1.6. Marking of assessment tasks must be done anonymously, using student identification numbers, where it is reasonable and appropriate to do so. Summative examinations are to be marked anonymously. Students are to use their Bond student identification numbers rather than their names on the examination papers.

3.4.1.7. Marks for any assessment task are indicative until the subject grade is ratified by the Faculty Board of Examiners.

### 3.4.2. Assessment of Group Work

3.4.2.1. Subject Coordinators must ensure that appropriate learning tasks and conditions are set for group work and must make clear the distinction between group work and individual work in their Subject Outlines. This includes ensuring that all students in each group have access to the electronic platform selected to collaborate.

3.4.2.2. 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 noted in Subject Outlines and/or assessment criteria (e.g. self and peer evaluation processes).

3.4.2.3. Subject Coordinators must develop alternate plans for assessment when they determine that a group will be disbanded.

3.4.2.4. The Subject iLearn site must specify both the formative and summative criteria and marking guidelines used for the grading of group work.

### 3.4.3. Late Submission and Extensions

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

3.4.3.1. 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.

3.4.3.2. Penalties for the late submission of assessments should be clearly stated on Subject Outlines. Specific penalties are a Faculty-level decision.

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

3.4.3.4. 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.

3.4.3.5. 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.

3.4.3.6. 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 or delegate. In such cases Subject Coordinators should be guided by Student Services or the Executive Dean or delegate.

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

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

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

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

3.4.3.8.3. 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.

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

### 3.4.4. Deferred Assessments

#### 3.4.4.1. Examinations
The University Regulation for Deferred Examinations (see University Handbook, Part 2: Academic Regulations, Section 51) applies generally to centrally scheduled final examinations at the end of a semester, mid-semester examinations during Weeks 6, 7, and 8 of a semester, and other interim examinations that are eligible to be deferred.

#### 3.4.4.2. Progressive Scheduled Assessments
Applications for deferral of other progressive scheduled assessments should be made to the Faculty Subject Coordinator rather than to Student Business Centre. The principles outlined in Section 51 of the Academic Regulations apply.

#### 3.4.4.3. Re-weighting of Assessment
In extraordinary and severe circumstances only, re-weighting of assessment for an individual student may be approved by the Executive Dean or delegate of the subject Faculty. Re-weighting of assessment is an exceptional measure, as students are normally provided with replacement/ alternate assessment to ensure all learning outcomes are met.

## 4. 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. |
| **Faculty** | For the purposes of this Policy, includes Bond University College and Office of Core Curriculum. |
| **Learning Outcomes** | Explicit statements that describe the knowledge, skills, attitudes, or behaviours that learners should be able to demonstrate upon subject or program completion. |
| **Progressive assessment** | Assessment that occurs during a semester (or, in the case of the Medical and Doctor of Physiotherapy programs, multiple semesters) and which contributes to the overall grade for the subject. It does not include an end of semester or point of progression examination. |

## 5. RELATED PROCEDURES, GUIDELINES AND FORMS

Deferred Examination Application
Review of Grade Form
Application for Academic Support (Reasonable Adjustments for students with disability)