	ASSESSMENT POLICY
![Bond University logo]	

Policy Owner	Provost
Contact Officer	Provost
Endorsement Authority	Academic Senate
Date of Next Review	6 March 2027

1. PURPOSE AND OBJECTIVES

This Policy states expectations for assessment of learning at Bond University and is aligned with the standards set by the *Higher Education Standards Framework (Threshold Standards) 2021*.

Faculties may have additional assessment procedures which detail the implementation of this Policy at the Faculty or University Academic Unit (UAU) level. Accredited programs may have additional program-specific Rules of Assessment and Progression which set out the expectations for progression through structured subject sequences and/or diverse learning environments, including within work-integrated learning placements.

2. AUDIENCE AND APPLICATION

This Policy applies to:

- all coursework subjects and programs in which the University certifies attainment of Learning Outcomes;
- all students undertaking coursework subjects;
- all staff involved in the administration and teaching of coursework subjects and all staff involved in the support of students undertaking coursework subjects; and
- non-University staff involved in the assessment of students in work-integrated learning contexts.

This Policy does not apply to the preparation, submission or examination of Masters Degree (Research) or Doctoral theses, which are governed by the Higher Degree by Research Programs Policy.

3. ROLES AND RESPONSIBILITIES

Role	Responsibility
Lead Educator or equivalent	▪ Design and deliver assessment that is appropriately aligned to the subject content, subject and program learning outcomes
Faculty Learning and Teaching Committee (FLTC) or equivalent	▪ Review and endorse assessment profile of new subjects and subsequent major changes for Curriculum Review Committee (CRC)
Curriculum Review Committee (CRC)	▪ Endorse assessment profile of new subjects and subsequent major changes for academic senate
Associate Dean - Learning and Teaching or equivalent	▪ Approves minor assessment changes to number and minimum weighting of assessment items prior to subject offering ▪ Undertakes quality assurance of differentiation of assessment between undergraduate and postgraduate combined subjects
Executive Dean of Faculty or Head of University Academic Unit (UAU)	▪ Approves re-weighting assessment outside the standard Faculty/ UAU/University approval processes
Provost or Executive Dean of Faculty	▪ Approves changes in assessment outside the standard Faculty/University approval processes, after the commencement of teaching

4. POLICY STATEMENT

4.1. Policy Principles

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

- maintenance of quality assurance and professional standards;
- promotion of student engagement and learning through appropriate assessment design; and
- measurement of student achievement of learning outcomes.

4.1.1. Quality Assurance

The quality of assessment is assured through a Faculty or UAU quality assurance process and as part of the University's regular cycle of evaluation and review of subjects, programs, and Faculties or UAUs.

- Assessment processes incorporate appropriate benchmarking, moderation and review at subject and program level.
- In order to address Assurance of Learning principles, student achievement must be based on clearly defined criteria and standards, mapped to learning outcomes, AQF level of the program and, where applicable, external accreditation requirements.
  - Faculty Associate Deans - Learning and Teaching, or equivalent, will quality assure Assessment Tasks for AQF compliance where there are subjects with both undergraduate and postgraduate levels to ensure that the respective tasks are tailored to, and assessed at, the relevant AQF level of study.
- Throughout a program, assessment tasks are mapped to reflect the program learning outcomes and subject sequence with progressive expectations for students to develop higher-order cognitive, metacognitive and, where relevant, performance skills.
- Assessment design in a program details the requirements and workload necessary for students to demonstrate the program learning outcomes and is part of cyclical program and subject reviews and continuous improvement.
- Processes for award of grades, including ratification of grades by Faculty or UAU Boards of Examiners, are clearly established and communicated to staff and students.
- Assessment expectations are sustainable for staff and students such that with appropriate diligence:
  - students can complete assessment tasks and respond to feedback in order to maximise their learning; and
  - 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.
- Students who are not satisfied with an assessment result have access to a clearly communicated review process (refer to the Student Grievance Management Policy).
- Assessment records will be managed in accordance with the Student Records Document Retention and Disposal Policy.

4.1.2. Assessment Design
Assessment is fair, valid and reliable, so that it provides equitable opportunities for all students to demonstrate attainment of requirements.

- Subjects will, where feasible, contain a variety of assessment methods including appropriate emphasis on authentic assessment approaches to encourage application of learning to disciplinary contexts.
- Within a subject there must be sufficient opportunity for students to demonstrate mastery of all learning outcomes while ensuring that workload is sustainable with respect to overall workload for students.
  - This would normally require a minimum of two (2) items of assessment for each subject with, for graded assessments, a minimum value of 10% per assessment item. Exceptions to this requirement require approval from the Associate Dean - Learning and Teaching or equivalent.
- Assessment practices mitigate risk and promote academic integrity by incorporating appropriate resources to educate staff and students on good practice and careful assessment design including regular review and update of individual tasks.
- In order to uphold integrity of assessment process and outcomes, the content of assessment tasks must be substantially different at each offering including those for Scheduled Timed Assessments (e.g., deferred and supplementary examinations).
- Assessment should be structured to include the use of Gen-AI if appropriate to the subject learning outcomes and their alignment to program learning outcomes.
- Assessment feedback to students is timely, constructive, and aligned with stated criteria and learning outcomes.
  - Assessment profile within subjects must be structured such that students can receive meaningful feedback on a task in time to inform their preparation of subsequent tasks.
- Programmatic assessment of a domain of competency may require the longitudinal aggregation of assessment results from various assessment sources across multiple subjects or an academic year.
- While it is expected that students attend and participate in all classes, grades must be based on assessable learning outcomes and may not be allocated based on attendance and/or undefined participation (refer to the Assessment Procedure, incorporating Class Attendance and Participation Procedure).
  - Where attendance at nominated classes is required for pedagogical or accreditation reasons (e.g., where student learning must be supervised, such as in practical laboratory work), this must be stated clearly in the subject outline.
- Assessment of collaborative (group) tasks may be based on whole group performance or individual contributions to the group (refer to the Assessment Procedure, incorporating Assessment of Group Work Procedure).

- Reasonable steps have been undertaken to ensure individual student contributions are reflective of the relevant learning outcomes.
- If differential marks for group members are awarded, a transparent procedure for doing so should be in place.
- The University acknowledges there may be a range of circumstances that impact a student's ability to complete assessment requirements according to published timelines and standards. Processes and eligibility for variations of assessment requirements, including those required to ensure accessibility to assessment (Learning Access Plans), must be clearly communicated to all staff and students.
- Reasonable adjustment(s) (such as the modification of assessment tasks, processes or format) may be made for students with a verified disability, medical or other condition in accordance with the *Disability Standards for Education 2005* and Bond's Accessibility and Inclusion Policy.

4.1.3. Assessment Communication

Assessment requirements will be clearly communicated with sufficient detail to ensure transparency of expectations and criteria. Students and staff share a responsibility to ensure that communication about assessment is effective and timely.

Students are expected to:

- take responsibility for engaging with the assessment information provided, understanding the criteria and undertaking assessment tasks in a timely manner;
- be proactive in seeking clarification if they are unsure of requirements or if they require assistance to meet expectations (e.g., by requesting extensions);
- ensure they are approaching their learning and assessment tasks in accordance with the University's expectations of academic integrity as described in the Academic Integrity Policy.
- where appropriate, when submitting assessment tasks, include a declaration of originality, and that it is the student's own work.

Staff will communicate assessment expectations at all stages of a subject's delivery cycle. This will include:

- before students enrol in a subject – timely completion of the subject outline including assessment requirements (refer to the Curriculum Management Policy);
- during a subject – advising students of assessment due dates and expectations of standards of performance (e.g., assessment criteria and rubrics); permitted usage of Gen-AI for each assessment task; and providing feedback on completed work (refer to the Assessment Procedure, incorporating Assessment Communication Procedure);
  - assessment feedback will be timely, constructive, and aligned with stated criteria and learning outcomes. Such feedback may be provided through various methods and from a variety of sources.
  - where collaborative (group) tasks are part of the assessment profile, students are made aware, in writing, of the basis of mark allocation to group or individual processes.
- after the subject is completed – determining final grades for the subject and notifying these for inclusion on the official academic record of each student (refer to the Assessment Procedure, incorporating Award of Grade Procedure).

Changes in the form of assessment outside the standard Faculty/UAU/University approval processes, including after the commencement of teaching, should only be made in exceptional circumstances, with the approval of the Executive Dean or Provost. If such changes are made, all students must be notified in writing with reasonable notice prior to the assessment due date.

4.2. Scheduled, Timed Assessments

Within the context of providing students with authentic and diverse opportunities to demonstrate mastery of subject learning outcomes, scheduled, timed assessments (e.g., examinations, tests, and performance tests) may represent an important assessment method.

Such assessments may be conducted in person or remotely as specified in the subject outline.

Details relating to the timetabling and conduct of these assessment methods, including eligibility to defer, are outlined in the Assessment Procedure, incorporating Scheduled, Timed Assessment Procedure and Variation of Assessment Procedure.

4.3. Replacement and Alternate Assessments

The University acknowledges there may be a range of circumstances that impact a student's ability to complete assessment requirements, especially scheduled assessments including examinations.

Accommodations to support students in meeting assessment requirements are available as described below.

- **Interim (Progressive) Assessments:** Students experiencing difficulty in meeting deadlines for interim assessments (e.g., assignments) should refer to the subject outline and the Assessment Procedure, incorporating Progressive Assessment Extension Request Procedure for eligibility and application procedure.
- **Deferred Examinations:** In cases where short-term circumstances prevent a student sitting an examination, they may be eligible for a deferred examination (refer to the Assessment Procedure, incorporating Deferred Examination Procedure for eligibility and application procedure).
- **Special Requirements Examinations:** Students with a long-term disability/health condition or prolonged adverse circumstances may be eligible for ongoing assistance and support including a special requirements examination. Such students should refer to the Student Support Policy and seek guidance from the Inclusion and Accessibility Officer (refer to the Assessment Procedure, incorporating Reasonable Adjustments for Assessment Procedure).
- **Supplementary and Resit Assessments:** In particular circumstances in which students fail to demonstrate they have achieved the required level to pass the subject, a supplementary or resit assessment may be available (refer to the Assessment Procedure, incorporating Supplementary Assessment Procedure and Resit Assessment Procedure).

4.4. Reweighting of Assessment

In extraordinary and severe circumstances only, reweighting of assessment for an individual student may be approved by the relevant Executive Dean or Head of UAU, or delegate. Reweighting of assessment is an exceptional measure, as students are normally provided with a replacement or an alternate assessment to ensure all learning outcomes are met.

5. DEFINITIONS, TERMS, ACRONYMS

AQF	Australian Qualifications Framework
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: o the fulfilment of educational purposes (e.g. to motivate learning, to provide feedback or to demonstrate student performance against expected learning outcomes); o to provide a basis for an official record of achievement or certification of competence; and/or o to permit grading of the student's performance in the subject.
Faculty	Bond Business School, Faculty of Health Sciences & Medicine, Faculty of Law, and Faculty of Society & Design (each of which is headed by an Executive Dean).
HDR	Higher Degree by Research
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.
University Academic Unit (UAU)	Bond University College (headed by the Director) and Transformation CoLab (headed by the Deputy Provost) Education.

6. AFFILIATED PROCEDURES AND SCHEDULES

Assessment Procedure
- o Assessment Communication Procedure
- o Award of Grade Procedure
- o Class Attendance and Participation Procedure
- o Assessment of Group Work Procedure
- o Variation of Assessment Procedure
  - Progressive Assessment Extension Request Procedure
  - Reasonable Adjustments for Assessment Procedure
  - Deferred Examination Procedure
  - Supplementary Assessment Procedure
  - Resit Assessment Procedure

- o Scheduled, Timed Assessment Procedure
  - Examination Procedure
Student Review and Appeals Procedure
- o Review of Results Procedure

7. RELATED DOCUMENTS

Academic Integrity Policy (TL 3.5.2)
Bond University Student Charter
Curriculum Management Policy (TL 3.4.2)
Higher Degree by Research Programs Policy (RES 4.4.4)
Medical Program Rules of Assessment and Progression
Master of Occupational Therapy Program Rules of Assessment and Progression
Doctor of Physiotherapy Rules of Assessment and Progression
HSM Medical Program Attendance Requirements
Recognition of Student Achievement Policy (SS 5.11.1)
Student Grievance Management Policy (SS 5.8.1)
Student Records Document Retention and Disposal Policy (INF 6.5.4)
Support for Students Policy (SS 5.8.2)
Accessibility and Inclusion Policy (SS 5.8.6)

8. MODIFICATION HISTORY

Date	Sections	Source	Details
6 March 2024	1.; 2.; 3.; 4.1.1; 4.1.2; 4.1.3	Academic Senate	V7: amendments re ▪ assessment of students on WIL; permitted usage of Gen-AI; ▪ processes for differentiating assessments tasks for subjects with both UG and PG levels; ▪ the content of assessment tasks must be substantially different at each offering
14 December 2022	All		V 6 Regulations to Policy
April 2020			V 5
August 2019			V 4
Sept 2016			V 3
June 2013			V 2
1 April 2010			Date First Approved

APPROVAL AUTHORITY: Vice Chancellor