

Assessment Policy

1. Purpose

- a. Assessment is an integral part of students' learning experience at Springfield Research University. Well designed and implemented assessment practices are important for student success, a key element of the University's underlying ethos of being student-centred, because they:
 - i. foster learning (assessment *for* learning)
 - ii. certify student learning (assessment *of* learning), and
 - iii. develop students' abilities to reflect on and monitor their progress to inform their future learning goals (assessment *as* learning).
- b. This policy sets out the principles that underpin the University's approach to supporting students success through assessment, regardless of the discipline or type of assessment.

2. Scope and responsibilities

- a. This policy applies in respect of all assessment for Springfield Research University topics and coursework courses.
- b. This policy does not apply in respect of the supervised, time-based research project in a higher degree by research course – see the [Higher Degrees by Research Policy](#).
- c. It is the responsibility of Topic and Course Coordinators, Teaching Program Directors and Deans (Education) to ensure that the principles specified in this policy are applied in the topics and courses for which they are responsible.
- d. It is the responsibility of students to:
 - i. familiarise themselves and comply with assessment information, including this policy, the supporting procedures, topic information, and the criteria and standards for assessment
 - ii. seek clarification if unsure about the requirements for assessment
 - iii. engage in the assessment process, including reflecting on and actioning (as necessary) feedback.

3. Policy statement

Principles:

Means of achieving these include:

<p>a. Assessment is integral to learning and encourages, guides and supports learning</p>	<ul style="list-style-type: none"> i. informing students about University and discipline-related academic practices and cultures that are relevant to their assessment activities ii. providing feedback-rich assessment early in a topic so that students can monitor the effectiveness of their learning iii. ensuring students are provided with timely, clear and usable feedback on their assessment activities, to enable them to improve their performance and progress towards achievement of the relevant learning outcomes.
<p>b. Assessment is integral to topic and course design and aligned to appropriate academic and pedagogical standards</p>	<ul style="list-style-type: none"> i. ensuring assessment activities are aligned with topic and course learning outcomes ii. ensuring that the requirement for assessment and feedback types and patterns enacted within the course are described in a whole-of-course assessment strategy iii. designing varied assessment activities to permit valid judgement of student achievement appropriate to the year and Springfield Qualifications Framework (SQF) level iv. ensuring that an assessment activity's weighting corresponds to the importance of the learning outcomes being assessed by that activity v. designing assessment activities that will enable students to demonstrate that they have achieved the relevant topic and course learning outcomes vi. designing assessment activities to promote and support academic integrity, as stated in the Academic Misconduct Policy.
<p>c. Assessment is communicated effectively</p>	<ul style="list-style-type: none"> i. before enrolment, providing students with high-level information on the types and weightings of assessment activities ii. at the commencement of each topic, providing students with the purpose, requirements, standards and criteria of assessment for each topic iii. building opportunities into topics to discuss assessment activities and expectations with students iv. creating opportunities for teaching teams to develop consistent understanding of assessment practices.
<p>d. Assessment provides valid and reliable evidence of student learning achievements</p>	<ul style="list-style-type: none"> i. ensuring that assessment practices are evidence-based and reflect good practice ii. ensuring that assessment activities and the overall grade for a course are decided by reference to pre-determined criteria, competencies and standards linked to the specified course learning outcomes iii. ensuring that the quality of assessment judgements is moderated by appropriately qualified individuals or groups.
<p>e. Assessment is fair and equitable</p>	<ul style="list-style-type: none"> i. ensuring that the effort students are expected to put into assessment activities is appropriate and proportional to the year and SQF level, and commensurate with the point value of the topic

	<ul style="list-style-type: none"> ii. assessment load is kept to a minimum for students and staff while according with the University's academic standards iii. ensuring that assessment is equivalent or comparable across a teaching team in a particular topic, and across different locations and learning platforms iv. ensuring that, where assessment activities involve the use of technologies, the relevant technologies are selected on the basis of fitness for purpose, accessibility, safety and usability v. ensuring reasonable flexibility, in respect of assessment, for students to complete their topic or course, consistent with fairness to all students and the other principles in this policy, and in accordance with the Assessment Variation Procedures vi. making reasonable adjustments for students in accordance with the Assessment Variation Procedures vii. giving students opportunity to discuss assessment results, grades and outcomes with academic staff, and informing them of the review process viii. giving students an opportunity, where practical, to resubmit the assessment activity if the student fails, in accordance with the Assessment Variation Procedures.
<p>f. Assessment practices accord with the University's academic standards</p>	<ul style="list-style-type: none"> i. ensuring new and changed assessment activities are approved in accordance with the Award Course Approval Procedures for courses and topics ii. applying grades consistently in accordance with the University's approved Grading Scheme iii. ensuring there are University processes to review and certify final topic results iv. ensuring ongoing storage and management of assessment results by Springfield Research University is on Springfield Research University-supported equipment.
<p>g. Approaches to assessment are continuously reviewed with a view to improvement</p>	<ul style="list-style-type: none"> i. ensuring that all Course Quality Advisory Groups include review of assessment approaches and practices as part of their focus on monitoring and improvement of curriculum and teaching quality in accordance with the Award Course Improvement and Accreditation Procedures ii. implementing moderation activities in respect of the above six principles, including peer scrutiny of course and topic assessment design, and engaging in topic calibration in accordance with the Academic Calibration Procedures.

Schedule A – Assessment Practices

This Schedule specifies assessment practices to be maintained to ensure these practices continue to comply with the principles contained in this Assessment Policy.

1. Presentation of topic assessment information

- a. In or before the first week of teaching in a topic, the Topic Coordinator will draw to the attention of all students enrolled in that topic the existence of the University's assessment policies and procedures.
- b. At the commencement of a topic students will be informed of:
 - i. the assessment principles, expectations and methods that will apply in that topic and discipline
 - ii. all requirements for successful completion of the topic
 - iii. the expectations of each assessment exercise, its relationship to the topic learning outcomes and graduate qualities, and the criteria and standards by which performance will be judged, and
 - iv. the importance and purpose of due dates and times and the penalties for late submission.
- c. The Topic Coordinator will provide to each student a Statement of Assessment Methods (SAM) for the topic and indicate the consequences of failure to meet the assessment requirements, and in particular:
 - i. learning outcomes
 - ii. information on expected student workload
 - iii. the criteria for successful completion of the topic
 - iv. in the case of professional experience topics, information on: the location of placements; supervisory arrangements; duties to be undertaken; codes of behaviour and industry regulations and requirements; assessment and reporting; health or other preliminary checks required by the placement provider; provisions for inability to meet health or other required checks; provisions in the event of unsatisfactory performance either by the student or the placement provider; and any other requirements or conditions relating to the placement
 - v. the scheduling of assessment due dates, late penalties, and the period of time within which work is normally returned to students
 - vi. the format of each form of assessable work
 - vii. where relevant, a statement that criterion-referenced assessment will be used and a description of the system proposed
 - viii. if optional forms of assessment are permitted, details of the options offered
 - ix. the proportion of assessment workload for each piece of assessable work towards the final grade in the topic
 - x. any special requirements concerning particular parts of the topic, for example if a student must achieve a certain minimum level of competence in both the theoretical and practical parts, or any attendance requirements that are applicable
 - xi. the criteria and procedures for resubmission and supplementary assessment specified in the [Assessment Variation Procedures](#)
 - xii. how students with disabilities may apply for variations to assessment and teaching methods in accordance with the Disability Policy
 - xiii. that electronic text matching software will be used for all text-based assessment as mandated by the [Academic Misconduct Policy](#).

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- d. A clear statement on the nature and importance of academic integrity and the unacceptability of breaches of academic integrity, including cheating, plagiarism and fabrication or falsification of data, and on individual rights and responsibilities regarding the proper use of copyright material will be included in the Statement of Assessment Methods (SAM).
 - e. The Statement of Assessment Methods (SAM) is to be provided to students in a format approved by the Deputy Vice-Chancellor.
 - f. Where it is appropriate for student learning, an assessment rubric may be provided to students prior to commencing an assessment exercise.

2. Due dates and penalties for late submission

- a. The Topic Coordinator must ensure that each assessment activity has a specified due date and time.
- b. The University Dean (Faculty of Education, Business and Law) is responsible for determining the consequences of late submission (i.e. late submission not approved under the Assessment Variation Procedures) in accordance with c. below, ensuring that there is consistency of consequences with each course, except where demonstrably justified by particular reference to one or more topic learning outcomes.
- c. Where there is a percentage deduction for late submission, the deduction must be set at not less than 1% and not more than 5% of the total marks possible for the assessment activity for every 24-hour period (or part thereof) after the submission due date/time.

3. Feedback on assessment exercises

- a. Students will be provided with as much feedback as possible on their assessed work to guide their future learning.
- b. Where an assessment exercise is not returned to the student (for example, an examination script), it must be retained for one year after the end of teaching of the topic to enable the student to be provided with feedback. Students must be provided access to retained assessment exercises on request.
- c. Where an assessment exercise is submitted and returned to the student electronically, the associated feedback will also be provided electronically.
- d. Feedback on assessment exercises should be clear, explicit, usable and focused on enabling students to improve their performance and progress towards their learning outcomes and goals.

4. Review of grades

- a. Consistent with the requirements of the Student Review and Appeal Policy, a student who is dissatisfied with a grade for an assessment activity or a final topic grade should discuss the matter with the Topic Coordinator in the first instance. The Topic Coordinator will inform the student of the reasons for the grade awarded.
- b. A student may request a review of a grade for an assessment activity or a final topic grade in accordance with the [Student Review and Appeal Policy](#) and [procedures](#) on the grounds that the Assessment Policy, supporting procedures, topic information or grading rubrics have not been adhered to or have been incorrectly applied.
- c. If the request for a review is substantiated, the reviewer may:
 - i. arrange for an independent grading of the assessment activity(ies)
 - ii. offer an alternative or supplementary assessment, or
 - iii. take any other reasonable action appropriate to the circumstances.
- d. If a grade is amended as a result of a review it will be the grade awarded for the assessment activity or topic, irrespective of whether it is higher or lower than the original grade.

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- e. A student who is dissatisfied with the outcome of the review may appeal to the Student Appeals Committee, if specified grounds are met, in accordance with the [Student Review and Appeal Policy](#) and [procedures](#).

5. Special Requirements for Post-graduate Assessment

- a. MBA/MSc/MPhil/EngM - one published paper, one conference presentation paper, two in-class tests per semester per module, 2 assignments per semester per module and final examination.
- b. PhD/EngD/DPsych/ScD - proposal, coursework, two papers international conference, three papers scopus indexed journal.

