

## ASSESSMENT POLICY (HIGHER EDUCATION)

### 1. Purpose and Objectives

- 1.1 The purpose of this policy is to set out the principles, rules and regulations that apply to student assessment. It serves as a guide for staff and students in the development and management of assessment practices and procedures.
- 1.2 The principal objective of this policy is to comply with the Australian Qualifications Framework requirement specifications for every award that LCBA “is responsible for ensuring the quality of the learning outcomes” for all graduates and that each graduate “has satisfactorily completed any requirements for the awarding of the qualification” (AQF, 2013).
- 1.3 This objective is achieved through supporting the HESF requirements such that:
  - “Specific strategies support transition, including undertaking early assessment or review that provides formative feedback on academic progress and is able to identify needs for additional support” (Standard 1.3.2b)
  - “Methods of assessment or monitoring that determine progress within or between units of study [...] and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes” (Standard 1.3.3)
  - “Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved, and that grades awarded reflect the level of student attainment” (Standard 1.4.3)
  - “On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination” (Standard 1.4.4)
  - “Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including comparing different locations of delivery, and the assessment methods and grading of students’ achievement of learning outcomes for selected units of study within courses of study” (Standard 5.3.4).

### 2. Scope

- 2.1 This policy applies to all students, and staff involved in the assessment of undergraduate and postgraduate courses, except for the Master of International Hospitality Management, which is covered under the Assessment Policies and Procedures Manual (MIHM).

### 3. Legislative Context

- Australian Qualifications Framework (AQF) 2013
- Higher Education Standards Framework (Threshold Standards) 2021
- Education Services for Overseas Students (ESOS) Act 2000
- Higher Education Support Act 2003
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2011

## ASSESSMENT POLICY (HIGHER EDUCATION)

### 4. Policy Statement

- 4.1 This policy provides the framework for developing new assessments and reviewing existing assessments, as well as stipulating procedures related to assessment processes. LCBA undertakes regular reviews of its assessments to ensure that assessment addresses unit learning outcomes specification and assessment of unit learning outcomes.

### 5. Policy

#### 5.1 Assessment

- 5.1.1 Assessments are designed to provide reliable and measurable evidence of student achievement of learning outcomes.
- 5.1.2 Formative assessments are designed to also provide timely feedback on student progress toward the achievement of learning outcomes and to identify needs for additional support.
- 5.1.3 Assessments should be fair, reliable and valid.
- 5.1.4 Assessments for all students are equivalent; ensuring that in no circumstances are students at one campus or class, advantaged over students at another campus or class.
- 5.1.5 Equivalency is achieved when assessment tasks:
- align with the same unit learning outcomes;
  - are the same type of assessment (e.g., essay);
  - have the same weighting and word count requirements; and
  - apply the same marking criteria.
- 5.1.6 Some assessment tasks may vary while maintaining the principle of equivalency.
- 5.1.7 Assessments are regularly moderated (refer to *Assessment Moderation Policy HE*).
- 5.1.8 A variety of assessment types are used, and may include written, oral, demonstrations, performances, self-assessment, reflective pieces, peer assessment and workplace activities completed by an individual or group.
- 5.1.9 Assessments are designed in such a way as to encourage academic integrity.
- 5.1.10 No single assessment will account for more than 50% of the overall mark for a unit.
- 5.1.11 Assessment practices must uphold the principles of academic integrity (refer to *Academic Integrity Policy*).
- 5.1.12 Alternative or modified assessments may be granted by the lecturer with the approval of the relevant Program Manager (or delegate) and notification to the Course Coordinator (or delegate) and Student Services. Notification is made through updating the register of alternative or modified assessments maintained by LCBA.

## ASSESSMENT POLICY (HIGHER EDUCATION)

- 5.1.13 Reasonable adjustments to assessment tasks are implemented by the lecturer following notification from Student Services (refer to LCBA *Access, Diversity and Equity Policy*).
- 5.2 Submission
- 5.2.1 Assessments must be validly submitted in accordance with the Unit Outline and the lecturer's instructions, including using the prescribed submission method and cover sheet.
- 5.2.2 Students enrolled in Stage 1 units may submit assessment drafts to lecturers, with the exception of practical assessment and examinations. Students will only receive general feedback that will be presented to the relevant class as a whole, rather than specific individual feedback. To ensure fairness, no individual drafts will be returned by lecturers with feedback.
- 5.2.3 By submitting an assessment, students acknowledge that they are fit to do so and may not request special consideration for the assessment.
- 5.3 Assessment marking and feedback
- 5.3.1 By the end of the first teaching week, the Unit Lecturer (lecturer) will provide assessment tasks and deadlines to students.
- 5.3.2 Where applicable, the lecturer will advise students on the method for obtaining their marked assessment.
- 5.3.3 Lecturers must release assessment marks and, where applicable, provide feedback to students within 10 working days of the due date for submission. For formative assessments, feedback will be provided no later than five (5) working days before the next assessment task is due. Exceptions may occur in rare cases where extenuating circumstances apply (such as lecturer illness). These timeframes only apply where the assessment has been submitted on, or before, the due date.
- 5.3.4 Grading rubrics that clearly set out assessment criteria are used for all units.
- 5.3.5 Assessment feedback provides constructive and meaningful advice to students.
- 5.3.6 Formative feedback may be provided in a variety of ways, including via model answers to questions and via written or verbal comments to individuals, group, or class.
- 5.3.7 Except for examinations, feedback for assessments accounting for 40% or more of the total available for a unit is individual and provided in writing.
- 5.4 Attaining a Unit pass result
- 5.4.1 Each assessment task contributes to the overall Unit result.
- 5.4.2 Group work assessments will not account for more than 40% of the overall mark. Examinations will not, normally, account for more than 40% of the overall mark.
- 5.4.3 To obtain a passing grade for a Unit, a student must receive an overall mark of at least 50% for that Unit.

## ASSESSMENT POLICY (HIGHER EDUCATION)

- 5.5 Fail grades and academic progress
- 5.5.1 Students receiving a Fail Grade for a Unit must re-enrol in the relevant Unit in order to remain in the relevant course (refer to *Academic Progress Policy* HE for academic progress criteria).
- 5.6 Appealing an assessment result
- 5.6.1 A student who considers that an Assessment has been unfairly assessed may, within five (5) working days of the return of the Assessment, request that the lecturer/assessor re-mark the Assessment. The lecturer will decide whether a re-mark is warranted.
- 5.6.2 A re-mark of an assessment piece is allowed only if the assessment was submitted by the due date or, where an extension was granted, by the extended due date.
- 5.6.3 If the lecturer determines that a re-mark is justified, the lecturer will re-mark and return the student's work as soon as practicable, usually within 10 working days of receiving the request.
- 5.6.4 If the lecturer determines that a re-mark is not justified, the lecturer will inform the student of their decision within five (5) working days of receiving the request.
- 5.6.5 Where the student is dissatisfied with the result of the process outlined above, the student may formally request a re-mark by writing to the Program Manager within five (5) working days of either meeting with the lecturer/assessor regarding the original mark or receiving the re-marked assessment, whichever is later.
- 5.6.6 The Program Manager determines whether a re-mark is justified and notifies all parties of their decision in writing within five (5) working days of the request being received.
- 5.6.7 Where it is decided that a re-mark is justified, the Program Manager makes arrangements for a re-marking of the assessment item.
- 5.6.8 The assigned assessor, who may be from LCBA, its delivery partners or another institution, will have sufficient expertise in the area of assessment, but will not be the original assessor.
- 5.6.9 The assigned assessor is not given details of the student's original assessment.
- 5.6.10 The student is informed in writing of the outcome of re-marking by the Program Manager. If the re-mark results in a new grade, this grade will become the final grade, whether the new grade is higher or lower than the original grade.
- 5.6.11 Where the student is dissatisfied with the outcome of the process of re-marking an assessment, they may lodge an appeal in accordance with the *Student Complaints and Appeals Policy*.
- 5.7 Lateness penalties and extensions
- 5.7.1 Failure to submit work by the nominated due time and date will result in a penalty of five percent (5%) (of the total percentage allocated for that assessment item) per calendar day or part thereof to a maximum of five (5) calendar days.

## ASSESSMENT POLICY (HIGHER EDUCATION)

- 5.7.2 Any assessment item submitted after the fifth (5th) calendar day following the nominated due time and date will not be marked and will receive a fail grade with a mark of zero percent (0%).
- 5.7.3 Students unable to submit assessment tasks by the specified due date may request an extension on the grounds of compassionate or compelling circumstances.
- 5.7.4 Extensions to due dates for assessments are normally only granted for reasons beyond students' control that would reasonably prevent them from completing the assessment on time. Such reasons might include:
- illness or medical condition;
  - family issues (e.g., bereavement or serious illness);
  - unavoidable and/or unexpected work commitments (e.g., relocation, change to shift work);
  - an approved leave of absence (refer to *Enrolment Policy*).
- 5.7.5 Extensions will not be granted based on circumstances which are the result of the student's actions or inaction, e.g., holidays or misreading assessment instructions.
- 5.7.6 An extension to an assessment due date allows students extra time to submit their assessment without penalty.
- 5.7.7 Students must make requests for extensions to their lecturer, using the approved form on the Learning Management System (Engage) specifying the reason for the extension and the additional time required, preferably at least five (5) working days prior to, and always before, the original assessment due date.
- 5.7.8 Past the assessment due date, an extension may only be granted up to three (3) working days after the due date and if illness or misadventure has prevented the student from submitting the assessment and from notifying the lecturer of the circumstances before the assessment due date.
- 5.7.9 Lecturers must respond to the request for extension, in writing, within one (1) working day, and, where the extension is approved, inform students of the new assessment due date.
- 5.7.10 In deciding whether to grant an extension to an assessment due date, the lecturer will take into consideration factors such as:
- the reason for the request;
  - whether the circumstances for the request could have been avoided or there was reasonable opportunity to make alternative arrangements;
  - whether documentary evidence supporting the circumstances for the request is provided (such as a medical certificate);
  - whether the request is made in a timely way, using the correct procedure and using the appropriate documentation;
  - evidence that the assessment has been started, planned or that preparatory work has been completed;

## ASSESSMENT POLICY (HIGHER EDUCATION)

- not disadvantaging students who plan and complete their assessments by the original deadline.
- 5.7.11 Extensions are usually granted for up to five (5) calendar days. Extensions beyond five (5) calendar days may be granted with the approval of the Program Manager, Program Coordinator, or delegate.
- 5.7.12 If an extension is granted and the work is not submitted by the new, approved due date, the lateness penalties set out in this policy apply.
- 5.7.13 Where a student is eligible for an extension, but an extension may not be granted due to the type of assessment task - for example group work or that involving academic integrity concerns- the lecturer may provide the student with an alternative assessment.
- 5.8 Examinations
- 5.8.1 Attendance at examinations is compulsory. Failure to sit an examination at the set time and date without due cause will result in a Fail grade.
- 5.8.2 If absence is unavoidable, the student must, before the date of the exam, wherever possible, provide supporting documentation to LCBA as soon as practical (normally a minimum of 48 hours prior to the examination).
- 5.8.3 If a student is absent at an examination without prior notification to LCBA, the student must provide supporting documentation as to the reason for the absence to LCBA as soon as practical (normally within 48 hours). Illness, injury or personal emergency, must be supported by appropriate medical or other relevant validation.
- 5.8.4 Where a student becomes ill or injured during an examination the student must notify the exam supervisor immediately. If the student cannot continue, the Program Manager will be notified, and the student will be eligible to sit a deferred examination.
- 5.8.5 If a student becomes ill or injured during an examination but fails to notify the exam supervisor during the exam, the grade awarded for the examination will stand.
- 5.8.6 Students requiring a deferred examination on compelling or compassionate grounds must apply to the Program Manager and provide acceptable supporting documentary evidence, such as a medical certificate from a registered medical practitioner.
- 5.8.7 If the student is dissatisfied with the decision of the Program Manager and has supporting evidence, the student may appeal (refer to *Student Complaints and Appeals Policy*).
- 5.8.8 Deferred examinations will be conducted as soon as practical after confirmation of results by the Academic Committee at the end of each semester, unless prior approval is given by the Program Manager to conduct an examination for a particular Unit at another time.

## ASSESSMENT POLICY (HIGHER EDUCATION)

- 5.8.9 Deferred examinations will be different to the original exam but will assess the same unit learning outcomes.
- 5.8.10 Having entered the examination room, a student will not:
- be in possession of any electronic devices (including smart phones, tablets and wrist watches) other than those (e.g., purpose-built calculator) that the lecturer has specified may be taken into that particular examination;
  - be in possession of books, notes, diagrams other than those that the lecturer has specified;
  - communicate with other students if not otherwise authorised by the supervisor;
  - directly or indirectly give assistance to any other student;
  - directly or indirectly accept assistance from any other student;
  - permit any other student to copy from or otherwise use his or her examination papers;
  - use any examination papers of any other students;
  - by any other improper means whatever obtain or endeavour to obtain, directly or indirectly, assistance in his or her work, or give or endeavour to give directly or indirectly, assistance to any other student.
- 5.8.11 When a student is alleged to have committed a breach of 5.8.10 above, a written report by the exam supervisor will be submitted to the Program Manager and misconduct dealt with under the *Academic Integrity Policy*.
- 5.8.12 A student found to be committing, or apparently committing acts consistent with those described in 5.8.10 may be required to leave the examination room and thereby discontinue the examination.
- 5.8.13 No student will be admitted to an examination after half an hour from the start time of the examination.
- 5.8.14 No student will be permitted to leave an examination room within half an hour from the start time of the examination.
- 5.8.15 No student will be re-admitted to an examination room after they have left it, unless during the full period of the absence, the student has been under approved supervision, or allowed by the exam supervisor to leave for health reasons.
- 5.8.16 Students must hand their examination booklet to the exam supervisor prior to leaving the examination room.
- 5.8.17 Students must not remove any examination booklet, scrap paper, or attendance slips from the examination room.
- 5.8.18 Students are required to provide acceptable identification upon request by the exam supervisor.
- 5.8.19 Students are required to obey any instructions given to them by an exam supervisor for the proper conduct of the examination.

## ASSESSMENT POLICY (HIGHER EDUCATION)

- 5.8.20 A student may not communicate with a member of the lecturing staff for a particular Unit on any matter relating to any exam, between conclusion of the examination and the publication of results, unless specifically authorised by the Program Manager.
- 5.8.21 Students may only sight their marked examination script and will not be provided with the original script or a copy. A request to access a marked examination script must be addressed to the Course Coordinator within 10 working days following the release of the marks for the examination.
- 5.9 Supplementary Assessments
- 5.9.1 Supplementary Assessments are offered in specific circumstances to provide an opportunity for a student to meet the unit learning outcomes and redeem a previous assessment result.
- 5.9.2 Students must meet the following criteria to be eligible for a Supplementary Assessment:
- 5.9.2.1 The student achieved an overall percentage result for the Unit in the range of 45% – 49.9%.
- 5.9.2.2 The student has attempted all assessments for the Unit and passed the majority of assessments: for a Unit with three (3) assessments, a student must have attempted all three (3) assessments and passed at least two (2) assessments; for a Unit with two (2) assessments, a student must have attempted two (2) assessments but passed only one (1) assessment.
- 5.9.2.3 The student has satisfied any compulsory requirement for the Unit as specified in the Unit Outline, e.g., attendance or hurdle task.
- 5.9.2.4 Supplementary Assessments are limited to one (1) per student study period (excluding WIL) and a maximum of two (2) for a course.
- 5.9.3 A Supplementary Assessment may only be attempted once.
- 5.9.4 Supplementary Assessments are not offered for practical or continuous assessments.
- 5.9.5 Supplementary Assessments in WIL units are offered in accordance with the *Work Integrated Learning Policy* and are not counted towards the maximum number of Supplementary Assessments permitted for a course.
- 5.9.6 Supplementary Assessments may be offered by Program Managers in circumstances outside the limits, conditions and criteria defined in this policy with the approval of the Executive Dean (or delegate).
- 5.9.7 Supplementary Assessments will take the form of an additional and new assessment exercise, different to assessments already completed by the student, which enables the student to meet the learning outcomes of the unit. The form of assessment will be determined by the lecturer.
- 5.9.8 The highest mark a student can achieve for a unit in which a Supplementary Assessment is granted is 50% (P2).



## ASSESSMENT POLICY (HIGHER EDUCATION)

- 5.9.9 Where a student is eligible for both a Conceded Pass and a Supplementary Assessment the student may:
- accept the Conceded Pass; or
  - complete the Supplementary Assessment and receive a pass result; or
  - complete the Supplementary Assessment, receive a fail result and remain eligible for a Conceded Pass.
- 5.9.10 Supplementary Assessments are moderated in accordance with the *Assessment Moderation Policy HE*.
- 5.10 Supplementary Assessment Procedures
- 5.10.1 Eligible students are offered a supplementary examination in writing by the Program Manager within five (5) working days of the release of the result of the final assessment for the unit on the Learning Management System (LMS).
- 5.10.2 Students must accept the offer of a Supplementary Assessment within three (3) working days of the offer being made.
- 5.10.3 Supplementary Assessments are provided to students within five (5) working days of the student accepting the offer.
- 5.10.4 The Supplementary Assessment is due seven (7) working days after it is provided. The due date may be extended for lengthy or complex assessments at the discretion of the lecturer.
- 5.10.5 Program Managers monitor the number of Supplementary Assessments awarded to each student.
- 5.10.6 Where a Supplementary Assessment is granted but the result is not finalised before the Academic Committee Meeting for that study period, a Fail grade will be awarded, and the results report will indicate that a Supplementary Assessment result is pending. A change of result will be actioned after the Supplementary Assessment is marked if the student achieves a pass grade for the unit.
- 5.11 Word Counts and Limits
- 5.11.1.1 Word limits should be set in alignment with the weighting of an assessment task and the notional hours of effort required to complete the activity.
- 5.11.1.2 Word limits for each task must be indicated clearly and consistently in the relevant sections of the Unit Outline and in any task descriptions provided online.
- 5.11.1.3 A tolerance of +/- ten percent (10%) will be acceptable on all word limits unless there is an explicit statement to the contrary in the Unit Outline and any task descriptions.

## ASSESSMENT POLICY (HIGHER EDUCATION)

### 5.11.2 Interpreting a word limit

5.11.2.1 Table 1 indicates what content is included or excluded from a given word count. Note that not all items may be present in a particular assessment task.

Table 1: inclusions and exclusions in word counts

Included in word limit	Excluded from word limit	
Title	Cover page/Title page	Appendices*
All main-body text	Contents list	Footnotes*
Headings	Abstract/Executive summary	Statement of word count
Sub-headings	Content of tables*	Page numbers
Direct quotations**	Figure captions/legends*	Header/footer text
In-text citations	Reference list/Bibliography	Declaration relative to the use of Artificial Intelligence

\* When used appropriately.

\*\* Direct quotations must not constitute more than ten percent (10%) of the total word count. Students should be encouraged to express ideas based on their own understanding, informed by the original sources, rather than quoting authors directly. Citations are required whether ideas are quoted directly or have informed the student's own understanding.

5.11.2.2 If students are entering text into a template, only the student's words should be counted. Indications should be given for either the total number of words required, or the number or words permitted in each section of the template. There should be a clear statement of whether the word limits are suggestions (i.e., students can write more in one section if they write less in another) or hard limits (each section must have no more than the stated number of words in it).

5.11.2.3 There will be no automatic deduction for deviating from the word count limit.

5.11.2.4 Non-compliance with indicative wordcount will be taken into consideration when marking the student's performance against relevant standards. Work which is under or over the word limit is likely to lose marks related to content, style and/or organisation.

5.11.2.5 Falsification of a word count (either in an explicit statement, or by using techniques to alter the number of words counted by electronic

## ASSESSMENT POLICY (HIGHER EDUCATION)

software) constitutes a breach of academic integrity and may result in further action.

### 5.11.3 Word equivalence

5.11.3.1 Word limits are inappropriate or inaccurate for certain tasks, such as oral presentations, concept maps, diagrams or flow charts. For these tasks, a word equivalence should be stated, accompanied by text informing the student:

“The word equivalence is provided as an indication of the weighting of this part of the task only. It is given to provide a rough guide to the level of detail required. You should allocate the same amount of time to this part of the task as you would for an essay with the same word limit. Your submission to this part of the task may include more or less words than the number indicated. Instead of focussing on the number of words used, you should concentrate on *<conveying the relevant ideas concisely and accurately>*.”

(Note: The text in angle brackets may be changed to indicate the skills required for the particular task.)

5.11.3.2 Units that include types of Assessment Task that are not written Assessment Tasks must demonstrate equivalence to the prescribed word count. For these purposes:

- One (1) hour of examination time is equivalent to 1,000 words;
- Fifteen minutes of a verbal or visual presentation is equivalent to 1,000 words.

### 5.11.4 Minimum and maximum word counts for coursework unit assessment tasks

5.11.4.1 The total minimum and maximum word count for all Assessment Tasks in a unit are determined by the Australian Qualifications Framework (AQF) level of the highest qualification type of which the unit is a core component:

AQF Level	Minimum and Maximum Word Counts
5	2500 – 3000
6	3000 – 3500
7	4000 – 5000
8	5000 – 5500
9	5000 minimum

## 6. Re-use of previously submitted work

6.1 Self-plagiarism is a failure to acknowledge one’s own work where original work submitted as part of a previous assessment task has been re-used or recycled. Self-plagiarism is a breach of academic integrity and is prohibited under LCBA’s *Academic Integrity Policy* and *Assessment Policy and Procedures Manual (MIHM)*.

## ASSESSMENT POLICY (HIGHER EDUCATION)

- 6.2 Re-use of previously submitted work does not constitute self-plagiarism where it is expressly required for the purpose of an assessment as indicated in the Unit Outline, such as building a portfolio of a student's work over several years.
- 6.3 Re-use of previously submitted work may be authorised in exceptional circumstances, where all following conditions are satisfied:
- the work has not previously resulted in the student receiving, or is not otherwise being assessed to result in, credit towards the completion of an award at LCBA or any other institution;
  - the work was originally developed as part of an assessment in a unit undertaken towards the completion of an award at LCBA;
  - the student was awarded an administrative grade or did not attempt all assessments in the original unit;
  - the work was developed by the student only and did not involve group work; and
  - re-use of the work does not otherwise defeat the purpose of the assessment.
- 6.4 To be granted exceptional authorisation for re-use of previously submitted work, students must seek the Program Manager's approval through the relevant lecturer.
- 6.5 The Program Manager will notify LCBA where re-use of an assessment has been authorised.
- 6.6 Re-used work must clearly acknowledge the initial submission.

### 7. Records

- 7.1 Upon receiving their marked assessment, students are responsible for retaining a record of the assessment.
- 7.2 Records of marked assessments and outcomes of requests for extensions, re-marking and offers of supplementary assessments are held for at least 2 years after the person ceases to be an accepted student at LCBA.

### 8. Intellectual Property (IP) rights

- 8.1 Normally, students own the intellectual property they create through their studies, coursework and research at LCBA. Exceptions to this include where the IP:
- is created by the student as part of a graded academic assessment, such as an examination, essay, food product or composition or any written, practical, digital, recorded or other form of assessable output;
  - is created by the student as part of their responsibilities as an employee of LCBA;
  - is a scholarly work of joint authorship by one or more students and one or more staff or affiliates.
- 8.2 Where LCBA does not assign IP rights to the student, the publication, sharing or transfer of LCBA IP to third parties by the student without LCBA's express approval will be subject to sanction in accordance with LCBA's policies and procedures.

## ASSESSMENT POLICY (HIGHER EDUCATION)

### 9. Roles and Responsibilities

Roles	Responsibilities
Exam Supervisor	Monitors student compliance with examination conditions and rules; Reports incidents to the Program Manager.
Lecturer	Ensures assessment tasks address the unit learning outcomes and meet Assessment Policy specifications; Engages in the review and moderation of assessments; Provides students with assessment tasks within the first week of the term; Marks and provides feedback to students within 10 working days of assessment due date; Considers requests for alternative or modified assessments, assessment remarks and assessment extensions; Implements reasonable adjustments; Determines and facilitates Supplementary Assessment.
Program Manager	Approves alternative or modified assessment tasks; Considers appeals against assessment result (for the purposes of remarks); Considers extension requests beyond five (5) calendar days; Considers deferred examination requests; Facilitates the investigation of academic integrity allegations; Considers offers of Supplementary Assessments outside limits of policy; Monitors the number of Supplementary Assessments awarded to each student.

### 10. Definitions

‘Alternative assessment’ is an assessment task ascertaining attainment of the same unit learning outcomes as another assessment task but differing by being held at another time or by being constituted of different questions for the purpose of academic integrity, e.g., a deferred examination.

‘Assessment’ is a process of gathering and evaluating evidence of a student’s performance to determine their achievement of the specified learning outcomes.

‘Assessment task’ is an activity that constitutes all or part of an assessment, including a range of written and oral methods and practice or demonstration. The tangible output of the student’s completion of an assessment task (e.g., text, image, presentation) may be referred to as an ‘assessment piece’.

‘Examination’ A form of assessment in which a student is required to undertake specified academic tasks within a specified period of time, normally between one (1) and three (3) hours. The location of the examination and access to external assistance is regulated.

LCBA examinations can be closed book, open book, or part-open book:

## ASSESSMENT POLICY (HIGHER EDUCATION)

- Closed book examinations do not allow students to bring any materials into the examination room. Students who are eligible for agreed variations are entitled to bring the materials allowed.
- Open book examinations allow students to bring all relevant materials into the examination room except books from the LCBA and/or delivery providers library.
- Part-open book examinations allow students to bring materials into the examination room, as specified by the unit teacher and in the unit outline.

‘Formative assessment’ refers to an assessment designed primarily for the purpose of monitoring student progress toward achieving learning outcomes and informing their learning, often used in contrast with a summative assessment, which is designed exclusively to pass judgement on students’ achievement of learning outcomes.

‘Grade’ is a qualitative descriptor used to signify a range of percentage marks, or the status of a result. Grades indicate the level of performance in a course against specified criteria and standards. Grades are awarded in all courses and units.

‘Mark’ refers to a quantitative value, often expressed as a percentage, which is awarded for an assessment task.

‘Modified assessment’ means an assessment task for which the content, format, or conditions have been adjusted to accommodate a student’s individual needs as deemed necessary to ensure fairness and equity in assessment, including, but not limited to, reasonable adjustments.

‘Reliability’ refers to the consistency, stability and dependability of the assessment. Reliability seeks to answer questions such as: ‘Would the same or similar results be achieved on another occasion or by another assessor?’.

‘Result’ means the final grade/mark in a unit awarded to a student based on the assessment for that unit.

‘Rubric’ is a tool used to provide students and staff with guidelines about the criteria and standards expected in an assessment.

‘Study Period’ means a defined teaching and study period specified by a faculty for the completion of units of study. For LCBA undergraduate courses, a study period is one semester in duration.

‘Supplementary Assessment’ means additional assessment tasks undertaken by a student in order to make a determination of result and required of students where there is genuine doubt about their academic performance in a specific Unit. A Supplementary Assessment is distinct to an alternative assessment, e.g., where an assessment is conducted at a different time from the rest of the cohort, or to a modified assessment, e.g., where assessment conditions have been changed to accommodate a student’s individual needs.

‘Validity’ An assessment is deemed valid if it gives an accurate measurement of whatever it is supposed to measure, i.e., the appropriateness of the inferences, uses, and consequences that result from the assessment. The best evidence of the validity of assessment comes from the alignment of the assessment tasks to unit learning outcomes, course outcomes, AQF levels, graduate qualities and content. Validity therefore suggests a focus on assessing the right things in the right manner and making the right interpretation of the results.

## ASSESSMENT POLICY (HIGHER EDUCATION)

### 11. Related Documents

- Academic Integrity Policy
- Academic Progress Policy HE
- Access, Diversity and Equity Policy
- Assessment Moderation Policy HE
- Enrolment Policy
- Student Complaints and Appeals Policy
- Student Intellectual Property Policy HE
- Work Integrated Learning Policy

### 12. Implementation

- 12.1 The Head of School of Business is responsible for ensuring that future major changes to this policy will be accompanied by a completed Implementation Plan.
- 12.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing this policy.

### 13. Summary of changes since last review

Authored by	Description
Head of School / Academic Services Unit Manager	Update the list of exclusions from the word count (clause 5.11.2.1)