

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 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, specifications for every award).
- 1.3 This objective is achieved through supporting the HESF requirements such that:
 - “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 courses.

3. Legislative Context

- Australian Qualifications Framework (AQF) 2013
- HESF (Threshold Standards) 2015

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 students’ achievement of learning outcomes.
 - 5.1.2 Assessments should be fair, reliable and valid.

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- 5.1.3 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.
- 5.1.4 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.
- 5.1.5 Some assessment tasks may vary while maintaining the principle of equivalency.
- 5.1.6 Assessments are regularly moderated (see *Assessment Moderation Policy HE*).
- 5.1.7 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.
- 5.1.8 Assessments are designed in such a way as to encourage academic integrity.
- 5.1.9 No single assessment will account for more than 50% of the overall mark for a unit.
- 5.1.10 Assessment practices must uphold the principles of academic integrity (see *Academic Integrity Policy*).
- 5.1.11 Reasonable adjustments may be made to assessment tasks with the approval of Program Managers or senior academic staff.
- 5.2 Assessment marking and feedback
- 5.2.1 By the end of the first teaching week, the Unit Lecturer (lecturer) will provide assessment tasks and deadlines to students.
- 5.2.2 Lecturers must mark and provide timely feedback to students within 10 working days of the due date for submission, except in rare cases where extenuating circumstances apply (such as lecturer illness or an unusually heavy marking load).
- 5.2.3 Grading rubrics that clearly set out assessment criteria are used for all units.
- 5.2.4 Assessment feedback provides constructive and meaningful advice to students.
- 5.3 Attaining a Unit pass result
- 5.3.1 Each assessment task contributes to the overall Unit result.
- 5.3.2 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.
- 5.3.3 To obtain a passing grade for a Unit, a student must receive an overall mark of at least 50% for that Unit.
- 5.4 Fail grades and academic progress
- 5.4.1 Students receiving a Fail Grade for a Unit must re-enrol in the relevant Unit in order to remain in the relevant course (See *Academic Progress Policy HE* for academic progress criteria.)

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5.5 Appealing an assessment result

- 5.5.1 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.
- 5.5.2 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.
- 5.5.3 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.
- 5.5.4 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.
- 5.5.5 If a 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.
- 5.5.6 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.
- 5.5.7 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.
- 5.5.8 Where it is decided that a re-mark is justified, the Program Manager makes arrangements for a re-marking of the assessment item.
- 5.5.9 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.
- 5.5.10 The assigned assessor is not given details of the student's original assessment.
- 5.5.11 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.
- 5.5.12 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*.

5.6 Lateness penalties and extensions

- 5.6.1 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.
- 5.6.2 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%).

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- 5.6.3 Students unable to submit assessment tasks by the specified due date may request an extension on the grounds of unforeseen circumstances including emergencies (e.g., natural disasters), medical, personal, family or work-related matters.
- 5.6.4 An extension to an assessment due date allows students extra time to submit their assessment without penalty.
- 5.6.5 Students must make requests for extensions to their lecturer, using the approved form on the Learning Management System (Engage), at least five (5) working days prior to the original assessment due date, specifying the reason for the extension and the additional time required.
- 5.6.6 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.
- 5.6.7 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 (see *Enrolment Policy*).
- 5.6.8 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;
 - not disadvantaging students who plan and complete their assessments by the original deadline.
- 5.6.9 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, Head of Discipline or delegate.
- 5.6.10 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.

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5.7 Examinations

- 5.7.1 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.
- 5.7.2 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).
- 5.7.3 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.
- 5.7.4 Where a student becomes ill or injured during an examination the student must notify the supervisor immediately. If the student cannot continue, the Program Manager will be notified, and the student will be eligible to sit a deferred examination.
- 5.7.5 If a student becomes ill or injured during an examination but fails to notify the supervisor during the exam, the grade awarded for the examination will stand.
- 5.7.6 Students wishing to apply for a deferred examination must apply to the Program Manager and provide acceptable supporting documentary evidence on medical or compassionate grounds, such as a medical certificate from a registered medical practitioner, prior to the examination.
- 5.7.7 If the student is dissatisfied with the decision of the Program Manager and has supporting evidence, the student may appeal (see *Student Complaints and Appeals Policy*).
- 5.7.8 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.
- 5.7.9 Deferred examinations will be different to the original exam but will assess the same unit learning outcomes.
- 5.7.10 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 or that the lecturer has specified;
 - 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;

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- 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.
- 5.7.11 When a student is alleged to have committed a breach of 5.7.10 above, a written report by the supervisor will be submitted to the Program Manager and misconduct dealt with under the *Academic Integrity Policy*.
- 5.7.12 A student found to be committing, or apparently committing acts consistent with those described in 5.7.10 may be required to leave the examination room and thereby discontinue the examination.
- 5.7.13 No student will be admitted to an examination after half an hour from the start time of the examination.
- 5.7.14 No student will be permitted to leave an examination room within half an hour from the start time of the examination.
- 5.7.15 No student will be re-admitted to an examination room after he or she has left it unless, during the full period of the absence, the student has been under approved supervision or allowed to leave by the supervisor for health reasons.
- 5.7.16 Students are required to obey any instructions given to them by an examination supervisor for the proper conduct of the examination.
- 5.7.17 A student may not communicate with a member of the lecturing staff for a particular Unit on any matter relating to any exam, between conclusions of the examination and the publication of results, unless specifically authorised by the Program Manager.
- 5.8 Supplementary Assessments
- 5.8.1 Supplementary Assessments are offered in approved circumstances to provide an opportunity for a student to meet the unit learning outcomes by redeeming a previous assessment result.
- 5.8.2 A student may be granted a Supplementary Assessment for a Unit if the student achieves an overall percentage result for the Unit in the range of 40% – 49.9%.
- 5.8.3 A student must have also passed the majority of assessments for a Unit to be granted a Supplementary Assessment e.g., for a Unit with three (3) assessments, a student must have passed at least two (2) assessments.
- 5.8.4 Supplementary Assessments are limited to one (1) per student study period (excluding WIL) and a maximum of two (2) for a course.
- 5.8.5 Supplementary Assessments are not offered for ‘practical’ or ‘continuous’ assessments.
- 5.8.6 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.

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- 5.8.7 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.
- 5.8.8 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.
- 5.8.9 The highest mark a student can achieve for a unit in which a Supplementary Assessment is granted is 50% (P2).
- 5.8.10 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.
- 5.8.11 Supplementary Assessments are moderated in accordance with the *Assessment Moderation Policy HE*.
- 5.9 Supplementary Assessment Procedures
- 5.9.1 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).
- 5.9.2 Students must accept the offer of a Supplementary Assessment within three (3) working days of the offer being made.
- 5.9.3 Supplementary Assessments are provided to students within five (5) working days of the student accepting the offer.
- 5.9.4 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.
- 5.9.5 Program Managers monitor the number of Supplementary Assessments awarded to each student.
- 5.9.6 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.
- 5.10 Submission of drafts
- 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

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individual feedback. To ensure fairness, no individual drafts will be returned by lecturers with feedback.

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.

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	

* 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.

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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 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].” (The text in square 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 minimum and maximum word count for all written 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

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6. Intellectual Property (IP) rights

6.1 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 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;
- 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.

6.1.1 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.

7. Roles and Responsibilities

Roles	Responsibilities
Lecturer	Ensures assessment tasks addresses the unit learning outcomes and meet Assessment Policy specifications; Engage in the review and moderation of assessments; Provides 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 assessment remark and assessment extensions; Determines and facilitates Supplementary Assessment.
Program Manager	Approves reasonable adjustments made to 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.

8. Definitions

'Academic Committee' The body that ratifies student marks and grades at the delivery institution level.

'Academic Progress' means a student's progress towards successful completion of the academic requirements of the course in which they are enrolled.

'Academic Year' means the period from the first day of the Study Period of any year, to the day preceding the first day of the first Study Period of the following year, both inclusive.

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‘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’.

‘Course’ means a set of units or a higher degree by research program approved by the Academic Board, and which when satisfactorily completed normally qualifies a student for an LCBA award.

‘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:

- 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.

‘Fairness’ means providing the same opportunity for every student to achieve the unit learning outcomes. A fair assessment clearly communicates the assessment requirements, including the criteria and standards by which the assessment will be marked.

‘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.

‘Intellectual Property’ (IP) means any proprietary right which arises under, or is capable of being obtained under, legislation relating to copyright, patents, designs, trademarks, circuit layouts or plant varieties; and any common law intellectual property, including know-how, trade secrets and confidential information.

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

‘Reasonable Adjustment’ are adjustments made so that students with educational disadvantage have the same opportunity to complete assessment tasks as other students, while maintaining the integrity of the unit/s being assessed.

‘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.

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‘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.

‘Unit’ refers to a component of a course of study with a designated code, title and credit point allocation in which students enrol and undertake assessment tasks in order to achieve specified learning outcomes.

‘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.

9. Related Documents

- Academic Integrity Policy
- Academic Progress Policy HE
- Assessment Moderation Policy HE
- Enrolment Policy
- Student Complaints and Appeals Policy
- Work Integrated Learning Policy

10. Implementation

10.1 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.

10.2 The Implementation Plan will include a Communication Strategy that identifies key stakeholders and the requirements for effectively implementing this policy.

11. Summary of changes since last review

Authored by	Description
Executive Dean	Review of criteria around word count limit interpretations (5.11.2) including the removal of automatic deduction of marks for deviation from the word count limit