



## Student Assessment Policy

Purpose	Sets out the Institute's approach to student assessment.
Location	The policy is maintained on owncloud (original: Pydio)- <a href="http://cloud.ee.edu.au/owncloud">http://cloud.ee.edu.au/owncloud</a>
Responsible executive	Deputy Vice Chancellor (Teaching & Learning)
Responsible office	Academic Office
Contact officer	Registrar
Effective date	30 November 2016
Review date	30 November 2018, 30 November 2019, 30 November 2022
Modification history	Jun 2013 (v1), Nov 2016 (v2), Jun 2018 (v3), Feb 2019 (v4), Apr 2020 (v5), 04 August 2021 (v6)
Related documents	Assessment Appeals Policy, Course Development, Review and Approval Policy, Student Academic Integrity Policy
Authority	Approved by Council

### 1. Purpose

It is the policy of Elite Education Institute to regard assessment as integral to the maintenance of Academic standards at unit and course levels. Assessments must be fair, equitable, reasonable, transparent and valid. Unit Outlines clearly identify the unit learning outcomes; carefully designed assessment tasks allow students to demonstrate progress towards attaining these outcomes.

### 2. Scope

This policy applies to all students and staff of Elite Education Institute.

### 3. Definitions

- **Students** means students who are enrolled / undertaking units, such as all undergraduate and postgraduate units offered by the Institute.
- **Staff** means academic and professional staff of or contracted by the Institute, with responsibility for the design, delivery and/or assessment of units.
- **Assessment** provides feedback to students on their learning and provides a basis for the measurement and certification of their academic achievements.

#### Types of Assessment

Assessments can be of three main types:

- **Diagnostic:** to provide information on students' prior knowledge at the start of a unit.
- **Formative:** this is a type of assessment that takes place during a period of learning. The major purpose of formative assessment is to provide frequent feedback on how a student is progressing. It also helps teaching staff to diagnose learning needs, and to design, negotiate and modify learning



activities.

- **Summative:** this is the assessment of performance at the end of a period of learning. It is the collection of information through the formal assessment components of a unit, in order to improve teaching and learning, but also to contribute to a student's final grade.

## 4. Procedures

### 4.1. Assessment must be:

- implemented using standards-based assessment;
- well managed to provide efficiency and accountability to all stakeholders;
- reviewed regularly for effectiveness in achieving desired outcomes and quality assurance procedures;
- based on a culture of academic integrity that is supported across the Institute;
- designed to promote purposeful, higher order learning skills of analysis, synthesis and validation; and
- designed to provide the first assessment task no later than week 4 with feedback provided to students no later than week 6. This policy is to be applied to the timing of assessments in the unit outlines for all units.

4.1.1. Methods of assessment need to be consistent with the learning outcomes being assessed, capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

4.1.2. The assessment design for each unit must satisfactorily cover the Unit Learning Outcomes (ULOs) of the specific unit, and aggregated assessments from all units within a course must satisfactorily cover the Course Learning Outcomes (CLOs).

4.1.3. On completion of a course of study, students will have demonstrated the learning outcomes specified for the course of study (i.e., CLOs), whether assessed at unit level, course level, or in combination.

4.1.4. Review and improvement activities of assessment includes regular external referencing of the success of student cohorts against comparable courses of study, including the assessment methods and grading of students' achievement for selected units of study within courses of study.

### 4.2. Unit Requirements

A unit description must be provided to students at the beginning of a teaching period detailing assessment details including the type of task, the due submission date, the weighting of the task and its purpose in terms of learning outcomes (i.e., mapping with ULOs). This is to be done through the Unit Outline.

### 4.3. Assessment Design & Validation

#### 4.3.1. Development of Assessment Tasks

Unit Coordinators are expected to develop assessment tasks appropriately to minimize the risk of opportunities for cheating. Well-designed assessments further assist to measure the achievement of



learning outcomes. When developing assessment tasks, Unit Coordinators are expected to:

- Avoid using unclear instructions or wording that may be misunderstood by LOTE students (Language other than English);
- Use commands to align questions with unit learning outcomes;
- Use layout (e.g., line spaces) and format (e.g., numbered lists, bold) for clarity;
- Add answer format information to scaffold students' answers;
- Not use identical questions from Textbook Instructor Manuals;
- Not re-use assessment questions used in previous assessment tasks;
- State marks for each part of the questions; and
- Use statements for multiple choice questions.

Unit Coordinators are required to submit the following documents to the Course Coordinator for review by the relevant due date identified by the Course Coordinator for each teaching period:

- Assessment Task and Marking Guide for each unit
- Learning Outcome alignment for each Assessment Task of a unit
- Academic Staff Declaration for each unit taught in the relevant teaching period (this is to be submitted prior to the examination period to verify proper conduct of examination revision and examination paper development).

The Course Coordinator will review and assess the documents provided by the Unit Coordinators for submission to the Examinations Sub-Committee.

#### 4.3.2. Examination Sub-Committee

The Examination Sub-Committee is responsible for the review and validation of assessments. Course Coordinators are required to present the following documents prior to the meeting:

- Academic Staff Declaration Forms for each unit taught in the relevant period;
- Assessment Learning Outcome Alignment for the relevant assessment tasks of a unit taught in the relevant period; and
- Course Coordinator Assessment Validation Form for the relevant assessment tasks of a unit taught in the relevant period.

Course Coordinators are further required to present an overview summary to outline any concerns identified, or else verify that all requirements are met.

The EsC must approve all assessments for release once satisfied that all assessments meet the assessment design requirements.

#### 4.4. Examination Procedures

Procedures for the conduct and supervision of invigilated examinations during designated examination periods are detailed in the Institute's Examination and Invigilation Rules. Before examinations, each unit coordinator is expected to:



- (i) provide detailed information to students about the type, length, format and syllabus areas to be examined;
- (ii) provide wherever practicable, access to past examination papers or other opportunities to enable students to prepare for and practice for their examination; and
- (iii) provide feedback to students on their performance if requested.

#### **4.5. Confidentiality and security**

Principles of privacy, confidentiality and security are to be maintained throughout the administration of student assessment especially relating to examination papers and student scripts; and the confidentiality of assessment results and access to grades and authority to disclose grades to students.

#### **4.6. Prevention and Detection of Plagiarism**

The Institute will take steps to prevent and detect plagiarism. These may include manual searches of resources, as well as the use of electronic text matching software (e.g., Turnitin) to compare work submitted for assessment against electronic text on the publicly accessible internet, in published works, on commercial databases, and in previously submitted student assignments.

#### **4.7. Marking Procedures**

- 4.7.1. All assessment tasks should be submitted on time, or else, prior to the due date, students must approach lecturers for extensions. Only in cases of proven hardship or illness will students be granted extensions of time. In all other cases where work is submitted late, there will be a penalty of 5% deduction per day from the total mark that would have been awarded for the assessment task if it had been submitted on time.
- 4.7.2. Plagiarism is a serious offence. Students will be severely penalised in any proven cases. Lecturers should make this explicit to students when addressing assessments at the beginning of each unit and throughout the course. Please refer to the **Student Academic Integrity Policy** for more information.
- 4.7.3. Assessment tasks should be presented appropriately as outlined by the lecturer at the beginning of the unit. If tasks such as essays are not presented in requested manner, lecturers will request that students re-submit their tasks within one week. Accordingly, 10% of marks will be deducted in these cases from the total mark that would have been awarded for the task if it had been presented appropriately in the first instance.
- 4.7.4. In cases where a student fails an assessment, the student can request a re-mark of his or her assessment (see item Assessment Appeals procedure).
- 4.7.5. All unit assessments must be attempted before the course end date.



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- 4.7.6. Students who do not submit assessment tasks without a valid reason approved by the Course Coordinator will not be allowed to sit the final examination.
- 4.7.7. The pass mark in every unit is 50%.
- 4.7.8. Cheating in assessment may lead to the penalty of receiving a ZERO mark for the assessment, or other serious consequences. Please refer to the **Student Academic Integrity Policy** for detailed information on Academic Misconduct and relevant penalties. Appendix 1 to this Policy 'EEI Cheating Information & Procedure' also provides further information.
- 4.7.9. Students are normally unable to repeat a failed unit more than twice (**see Student Progression, Exclusion and Graduation Policy**). When a student does not meet satisfactory academic performance, he/she will be reported to the Department of Home Affairs (DHA) as soon as practicable after this has been ascertained. This is in accordance with the National Code of Practice 2018.
- 4.7.10. Marking will take place within one week after the final examination. Where there is any extension for marking, the Course Coordinator must be consulted. Students may follow the assessment appeals process if they are dissatisfied with their results. Results will be posted within fourteen days after the final examination.
- 4.7.11. Academic staff (including lecturer, tutor, and academic assistant) delivering a unit are responsible for the marking of all assessment tasks and examinations. If possible, lecturers will mark the examination papers of another class of students studying the same unit. However, at any time where there is only one class per unit, the class Lecturer will be responsible for the marking of their own students' papers.
- 4.7.12. Marks and grades awarded to students are to be based solely on merit in relation to prescribed academic standards.
- 4.7.13. Assessment tasks with marking rubric for each unit will be set by the Unit Coordinator before commencement of each trimester and agreed by the Course Coordinator, and subsequently approved by TLEC or its subcommittee.
- 4.7.14. If there is any appeal regarding the results, students need to follow the assessment appeals process. As stated in this policy, if appealed, student examination papers will be remarked and if necessary, an external expert in the subject area may be consulted.

#### **4.8. Feedback on Assessment**

Feedback is any response made in relation to students' work such as an assessment task, a performance or product. Feedback is intended to inform students on the progress they have made towards achieving the learning outcomes of a unit. It should be constructive and it should point students to ways in which they can improve their learning and achievement. All assessments submitted during the semester, with the exception of final exams will be marked and feedback provided to students within 2 weeks of assessment due date

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(i.e., assignment, test, etc.). Feedback will be provided on electronic copy submissions, paper –based submissions or verbally by the lecturer in class. The Institute promote timely feedback on assessment. Students can use the feedback to improve performance in subsequent assessment tasks.

#### 4.9. Recording and Publishing of Marks and Grades

Students shall be given a numerical mark as well as a grade for each assessment task and for their final result. The Unit Coordinator and Course Coordinator are jointly responsible for the accuracy of the uploaded marks and grades.

#### 4.10. The Grading System

Students are assessed for each unit on the following basis:

<u>Grade</u>	<u>Mark %</u>
High Distinction	85-100
Distinction	75-84
Credit	65-74
Pass	50-64
Pass Conceded	45-49
Fail	0-44

<b>Grade</b>	<b>Descriptions</b>
<b>High Distinction</b> <b>85% - 100%</b>	An outstanding level of achievement. The student has an extensive knowledge and understanding of the unit material and unit objectives beyond the normal expectations of the course; very high level of competence.
<b>Distinction</b> <b>75% - 84%</b>	A high level of achievement. The student exhibits a comprehensive understanding of the unit content and unit objectives and can readily apply this knowledge; high level of competence.
<b>Credit</b> <b>65% - 74%</b>	Substantial level of achievement. The student has a thorough knowledge and understanding of the unit content and unit objectives and is competent in the processes and skills of the course; reasonable level of competence.
<b>Pass</b> <b>50% - 64%</b>	Satisfactory achievement. The student has demonstrated an acceptable level of knowledge and understanding of the unit content and unit objectives and has achieved a basic level of competence in the processes, skills and knowledge of this unit; adequate level of competence.



<b>Pass Conceded</b> <b>45-49%</b>	A student who has achieved a mark between 45 and 49 in a unit and meets all of the following criteria, may be granted a Pass Conceded if: <ul style="list-style-type: none"><li>• The unit is not a prerequisite or a capstone unit;</li><li>• The student is not enrolled in a single unit only;</li><li>• The student has never previously been granted a conceded pass (a conceded pass can only be granted once).</li></ul>
<b>Fail</b> <b>0 – 44%</b>	Limited achievement in the unit. The student has some knowledge and understanding of the unit content and unit objectives but has not been able to demonstrate a satisfactory level of knowledge, competence or skills; inadequate level of competence.

#### 4.11. Academic Transcripts

All students will receive an official Academic Transcript containing the following information: Year; Unit Code; Unit Name; Numerical Result; Grade; Credit Points; and Total Credit Points achieved.

#### 4.12. Special Assessment Policy

EEl differentiates between the following three types of Special Assessments:

- Special Treatment of Assessment
- Supplementary Assessment
- Re-take Assessment

##### 4.12.1 Special Treatment of Assessment

4.12.1.1 A student who has been prevented through illness or other unavoidable and unforeseen circumstances from satisfying the normal assessment requirements for a unit may apply for special treatment of his/her assessment. The student must apply to the Course Coordinator and approved by the Teaching, Learning and Examination Committee if they want to receive a special consideration. Students must apply by filling in the "Request for special consideration" form and supply the necessary documentation to support their request.

4.12.1.2 As stated above, only students with extenuating and compelling circumstances will be given an opportunity to conduct a special examination. Extenuating and compelling circumstances may or may not include: (i) Illness (supported by medical certificates);

- a) Family trauma (supported by evidence such as a death certificate);
- b) Other Emotional Issues (Supported by a letter from the Registrar); or
- c) Accidents (accidents that cause injury or alike, e.g., road or workplace accident, supported by medical certificates or other evidence).

4.12.1.3 The Teaching, Learning and Examination Committee will convene to consider applications for special consideration and this may include an interview.



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## 4.12.2 Supplementary Assessment

- 4.12.2.1 A student who has been prevented through illness or other unavoidable and unforeseen circumstances from satisfying the normal assessment requirements for a unit at the time they are due, and may apply for a supplementary assessment to be completed in place of the original assessment task.
- 4.12.2.2 A student must submit the 'Re-Assessment Request Form' alongside relevant evidence (e.g., Medical Certificate) to the Academic Office (for re-assessment requests of final examinations, the evidence must cover the date of the original final examination).
- 4.12.2.3 If a student has been approved for a Supplementary Assessment due to compassionate and compelling circumstances, the student will be provided with a Supplementary Assessment free of charge.

## 4.12.3 Re-Take Assessment

- 4.12.3.1 A retake is available to those students who achieve a mark of 40 to 49% in a unit providing that they have passed all other assessment tasks in that unit. Students must apply for a re-take assessment in writing using the 'Re-Assessment Request Form' and submit the form by the relevant due date.
- 4.12.3.2 The retake can consist of one or more of the following:
- Participation / engagement of study (e.g., class attendance)
  - Resubmission of an assignment
  - Submission of a replacement assignment on a different topic
  - Sitting for an examination in the inter-semester break but prior to the commencement of the next semester.
- 4.12.3.3 When a student is eligible to retake an assessment and the retake assessment is authorised, the student will be required to pay a fee of \$250 for each assessment to be redone.
- 4.12.3.4 When a student is eligible to retake an assessment and the retake assessment is authorised, the student will be required to pay a fee of \$250 for each assessment to be redone.
- 4.12.3.5 A retake is available to those students who achieve a mark of 40 to 49% in a unit providing that they have passed all other assessment tasks in that unit. The retake can consist of one or more of the following:
- Participation / engagement of study (e.g., class attendance)
  - Submission of a replacement assignment on a different topic
  - Sitting for an examination in the inter-semester break but prior to the commencement of the next semester.
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## **5. Procedure for Managing adherence to the Assessment Policy**

**5.1.** The DVC (Teaching and Learning) will be responsible for ensuring that the Assessment Policy is adhered to.

**5.2.** Using the Student Assessment Policy Adherence Monitoring Form:

- a. The Course Coordinator will require the Unit Coordinator to report at the commencement of the teaching period details of assessments and dates of such assessments for each unit on offer.
  - b. An audit will be conducted in Week 8 for 14 weeks trimester to check adherence to the Assessment Policy.
  - c. At the end of the teaching period, a second Audit will be undertaken by the Course Coordinator to check that the Policy was followed. This Audit will be conducted following moderation results becoming available and before the Teaching, Learning and Examination Committee (TLEC) meets to ratify the grades awarded for the Unit.
  - d. The Course Coordinator will be present as a member of the TLEC meeting where they will report on the second Audit before the students' marks are discussed and grades awarded.
  - e. The DVC (Teaching and Learning) will report to the Academic Board the results of the TLEC or delegated Sub-Committee and action required to rectify any non-adherence to the Assessment Policy.
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## Appendix 1 - EEI Cheating Information & Procedure

### ELITE EDUCATIONINSTITUTE

#### A: Cheating in examinations: Attachment to the Student Assessment Policy

#### 1. Prevention

- 1.1. CCTV recording has been installed in all Elite Education Institute (EEI) Examination Rooms to assist with the detection of potential misconduct.
- 1.2. All students are required to follow the Examinations Rules & Guidelines as specified by Elite, namely:
  - 1.2.1. Mobile phones & other electronic devices must be switched off and placed into the Ziplock Bags labelled with each student's assigned seat number provided for each student. Invigilators will collect each Bag and return to each student upon completion of the examination. No student is to have a mobile phone in their possession during the examination. The same rules apply to pre-written notes (unless open- book examination).
  - 1.2.2. Students are not permitted to take a toilet break during the initial 30 minutes of the examination as well as the last one (1) hour of the examination. The toilet break has to be of reasonable duration and no extension of the examination duration will be granted if toilet breaks are taken. No more than one student at a time can be absent from the room at any one time. No bags can be taken out of the examination room. A toilet register is kept by the Invigilator.
  - 1.2.3. Students are required to remove hats, hoodies or similar (religious gowns permitted) as well as sunglasses during their examination.
  - 1.2.4. Students are not permitted to share material or calculator with one another. Students must bring their own equipment to the examination.
  - 1.2.5. Any case of cheating that is identified during the examination is formally recorded and will usually result in an immediate removal of the student from the examination room and if appropriate, immediate cancellation of the student's examination. Students have the right to appeal the decision (see Section 2 for more information).
  - 1.2.6. Further penalties, including repeating the subject, suspension or cancellation of enrolment, may be imposed by the committee, depending on the student's previous record.

#### 2. Suspicion

- 2.1. Any suspicion of cheating must be dealt with at the time of occurrence or as soon as possible after the examination in question.
  - 2.2. Students have the right to appeal a decision made by the Invigilator in accordance with the Grievance Mediation Policy and Student Academic Integrity Policy.
  - 2.3. An appeal against a determination in a student misconduct matter can be lodged by the student if there is:
    - a) Evidence of a breach of this policy or general principles of procedural fairness; and/or
    - b) The suggestion that the decision was affected by a conflict of interest or personal bias; and/or
    - c) New information that could not reasonably have been provided prior to the hearing and it is probable that this information would have affected the decision.
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- 2.4. An appeal on the grounds of penalty alone will not be considered.
- 2.5. Any forms of academic misconduct will be dealt with in accordance with the Institute's **Student Academic Integrity Policy**.
- 2.6. Staff are responsible to detecting and reporting suspected academic misconduct in accordance with the **Staff Academic Integrity Policy**.

### **B: Cheating in other assessments: Attachment to the Student Assessment Policy**

In addition to the above section on 'Suspicion', here is a list of some indicators that can raise suspicion of a student potentially engaging in cheating in assignments.

- If you have any serious concerns about a student's academic honesty, the relevant Course Coordinator should be contacted immediately to discuss the concerns.
  - It may then be necessary to have an interview between the Course Coordinator and the student.
3. **Language:**  
Almost impeccable use of English, but not necessarily Australian spelling. This is especially obvious when the institution has samples of a student's writing (e.g., from a class test) that are vastly different from that in an assignment.
  4. **Layout:**  
Almost faultless formatting. Sometimes also idiosyncratic formatting that appears in more than one assignment.
  5. **Referencing:**
    - 5.1. Reference list contains items from high-level academic journals that would not normally be required or expected of a student in the relevant course.
    - 5.2. No use of any reference material provided by the lecturer of the relevant course.
    - 5.3. No reference to the content of the unit.
  6. **Submission:**
    - 6.1. Student submits an assignment but has rarely or never accessed the Moodle page for the relevant course.
    - 6.2. Unexpected IP address.
    - 6.3. 'Properties' of some submitted files can indicate that a student has not written an assignment.
    - 6.4. Failure to submit assignment to the Turnitin portal.