ASSESSMENT PROCEDURES

Approved	Academic Board
Approval Date	7/12/2020, 27/2/2017, 4/5/2015, 3/9/2012, 7/11/2011
Date for Review	2025
Responsible Officer	Academic Director
Author / Role	Discipline Coordinators, P Bolt (Academic Director) L Ball (Coursework Director), N Holm (Coursework Director)
Related Documents (explicitly cross-referenced)	
Higher Education Standards (2015)	
National Code (2018) (if directly relevant)	

Purpose

To guide the implementation of the SCD Assessment Policy by students, teaching staff, administrators, Discipline Coordinators, Course Unit Coordinators, committees, and

To ensure that assessment tasks, feedback processes, and grading strategies are characterised by efficiency, effectiveness, and high ethical standards.

Standards Based Assessment

The SCD has adopted a policy of standards-based assessment. Under standards-based assessment, clearly described standards for student academic performance are used to assess student achievement. Assessment task designers and assessors are required to identify and clearly state the various levels of quality in performance that are associated with a grade and to advise students accordingly. Student marks reflect the level of performance they have achieved and comparisons between students are based on their achievement of the standards.

The Course Unit Outlines describe the Assessment Profile for each unit. The Assessment Profile identifies the kind of assessment outcomes and their broad content, and gives examples of the kind of assessment task suited to engaging with that content. The Assessment Profile is governed by the Unit Outcomes, not the content, but it is developed in the light of the Content.

Teachers-in-charge will interpret, amplify, and extend the Assessment Profile to develop specific assessment tasks that assess student learning in relation to the Unit Outcomes and the particular content that they plan to address in the unit.

The construction of the specific assessment tasks will be guided by the Assessment Standards for each unit. Assessment Standards are relatively stable descriptions of the qualities of performance or learning products that describe "how well" the assessment task was carried out. Establishing assessment standards requires the teacher to define and publish expected levels of performance in a unit prior to the students commencing the assessment items Assessment of student performance is then determined according to the agreed standards. Teachers may choose to refine the standards so that they apply to each assessment task. They will need to be clear about them before designing the assessment tasks.

To write the Assessment Standards, teachers will need to refer to the Assessment Profile in the CUO and the SCD Assessment Policy and Assessment Procedures, particularly the Grade Descriptors. The Assessment Standards inform the student about the level of performance that is required on each of the assessment tasks to achieve particular grades.

Review of Assessment Requirements

The Discipline Coordinators oversee the review the Course Unit Booklet and will advise the teacher-in-charge whether the assessment design for the unit meets the following minimum requirements:

1) Normally, at least three assessment tasks that together
    a) address all of the course unit learning outcomes
    b) require more than one mode of performance and
    c) address higher order thinking capability, however
    d) if a large assessment is necessary, it has been disaggregated into stages for assessment (particularly at 7100 level).

2) All foundational units include an early, low risk diagnostic task to
   a) provide feedback for students and
   b) alert teachers to the need to address likely learning challenges
3) Description of the assessment standards, assessment requirements, their relative weightings, and the methods of grading
4) When participation is assessed, performance criteria and grading criteria are clearly stated
5) The workload for the assessment requirements is based on the approved demand hours and weighting of assessment tasks.

Demand Hours

Demand Hours are the time to which each student is notionally committed to a particular unit. For every unit, a student typically is required to a lot 11 hours per week for a 13 week Semester. For each 9 credit point unit a typical break down is:

- 3 timetabled hours/week (time spent at lectures tutorials, engaged with online or other learning package, clinical of other placements)
- 8 hours/week devoted to assessable (4 hours) & non-assessable (4 hours) tasks
- 11 hours total workload/week
- 143 hours per 13 week semester

Demand hours for assessment tasks in the undergraduate program are notionally allocated on the basis of

- 12 demand hours per 1000 words
- 6 demand hours per 1 hour examination
- 12 demand hours per 15 mins of oral exam/class presentation

Demand hours in graduate programs are notionally allocated on the basis of

- 8 demand hours per 1000 words
- 8 demand hours per 15 mins oral exam/class presentation

Weighting of Assessment Tasks

For a 9 credit point unit, the overall length of assessment tasks are:

- pre-graduate program (AQF 5) 4,000 words or equivalent
- undergraduate programs (AQF 6 and 7) 5,000 words or equivalent
- graduate programs (AQF 8-9) 6,000 words or equivalent

Assessment tasks are weighted in light of the following tables.

Assessment tasks, e.g. portfolios, that fall outside the items included in the grid, require approval from the relevant Discipline Coordinator.

Teachers who seek variations from the general standard of assessment for any of the reasons below should explain the variation in assessment section of the Course Unit Booklets.

- An increased word count might be justified when assessment tasks allow work that is produced rapidly and without polish e.g. journals and weekly contributions to a discussion forum;
- A reduced word count might be justified when assessment tasks are designed to develop written or oral expression that is concise, precise, and direct;
- It might be that the contact time is rather smaller or greater than in a standard subject, with correspondingly more or less work expected out-of-class, and so the amount of work produced for assessment varies accordingly (graduate subjects tend to have fewer contact hours which balances the greater assessment demand);
- It might be that a substantial part of the assessment task is done in class (i.e. the learning is in completing in class under supervision a task that is the assessment), and so the assessment requirements might be greater (studio or laboratory work can be examples of this).
- Fewer and more extended tasks appropriate to Advanced Level units at AQF Levels 7 and 9 may well be justified to differentiate the tasks from the introductory levels.

AQF Level 5: 9-credit point course units

%	Assignment	Examination	Oral exam	Evidence of student tutorial participation
60%	2400 words	1.25 hours	25 minutes	Tutorial Presentation: 18 minutes delivery and one page write-up

50%	2000 words	1 hour	20 minutes	Tutorial Presentation: 15 minutes delivery and one page write-up
40%	1600 words	45 minutes	15 minutes	Tutorial Presentation: 12 minutes delivery and one page write-up
30%	Critical review 1200 words	30 minutes	10 minutes	Tutorial Presentation: 9 minutes delivery and one page write-up
20%	Critical review or summary 800 words	15 minutes	5 minutes	Tutorial Participation: Written tutorial participation Paper/synopsis/journal 600 words
10%	Summary 400 words	10 minute quiz		Tutorial Participation: Written tutorial participation Paper/synopsis/journal 400 words

AQF Level 6 and 7:   9-credit point course units

%	Assignment	Examination	Oral exam	Evidence of student tutorial participation
60%	3000 words	1.5 hours	30 minutes	Tutorial Presentation: 24 minutes delivery and one page write-up
50%	2500 words	1.25 hours	25 minutes	Tutorial Presentation: 20 minutes delivery and one page write-up
40%	2000 words	1 hour	20 minutes	Tutorial Presentation: 16 minutes delivery and one page write-up
30%	Critical review 1500 words	45 minutes	15 minutes	Tutorial Presentation: 12 minutes delivery and one page write-up
20%	Critical review or summary 1000 words	30 minutes	10 minutes	Tutorial Participation: Written tutorial participation
10%	Summary 500 words	15 minutes quiz		Tutorial Participation: Written tutorial participation paper/synopsis/journal 400 words

AQF Level 8 and 9:   9-credit point course units

%	Assignment	Examination	Oral exam	Evidence of student tutorial participation
60%	3600	about 150 minutes	30 minutes	Tutorial Presentation: 30 minutes delivery and one page write-up
50%	3000	about 130 minutes	25 minutes	Tutorial Presentation: 25 minutes delivery and one page write-up
40%	2400	about 110 minutes	20 minutes	Tutorial Presentation: 20 minutes delivery and one page write-up
30%	1800	about 80 minutes	15 minutes	Tutorial Presentation: 15 minutes delivery and one page write-up
20%	1200	about 55 minutes	10 minutes	Tutorial Participation: written tutorial participation paper/synopsis/journal 1,000 words
10%	600	about 25 minutes quiz		Tutorial Participation: Written tutorial participation paper/synopsis/journal 500 words

Advice to Students

Each student is to be provided with full details of assessment requirements in the Course Unit Booklet as specified in the Course Unit Booklet Policy.

Assessment Methods Criteria

- Curriculum alignment: assessment tasks relate directly to course unit learning outcomes.
- Assessment tasks are diverse. They do not rely on a single form or single task eg. written essay.
- Examinations constitute no more than 60% of the total assessment in a unit.
- No student is disadvantaged or unduly advantaged when assessment tasks entail the use of specific materials, software programs or internet resources.
- Training and support is provided to ensure equitable access to, and use of, resources and tools.
- Assessment tasks include authentic challenges and connect learning and learning outcomes with real world tasks, problems, skills and performances.
- Foster student engagement through learner managed learning,
- When students are offered a choice of assessment tasks, the choices are equal in demand.
- Assessment design is developmental, promoting increased complexity in problem solving; increased sophistication in the understanding, analysis and application of theoretical frameworks; increased capacity to synthesise and critique concepts; increased expectations for creativity and originality in the generation of hypotheses; and increased independence.
- The complexity and challenge in assessment tasks reflects the level of the unit.

Group Assessment

Group assessment tasks are consistent with the learning outcomes of the unit.

When setting group assessment tasks, teachers-in-charge are aware of, and anticipate the challenges in assessing individual contributions to group work and are familiar with approaches that can be used to address them.

Grading processes ensure that the grade awarded accurately reflects each student's achievements as they align with the stated learning outcomes.

Portfolio Assessment

When assessment is based on an Assessment Portfolio, it should take account of the following characteristics.

Assessment portfolios

- Are a purposeful collection of student work designed to showcase a student's progress toward, and achievement of, specific learning outcomes. Portfolios contain information from a range of sources, through multiple methods, and over various points in time.
- Promote the assessment of complex, higher-order learning outcomes and encourage the assessment of programs that have flexible or individualised goals. They examine the integration of knowledge, enlarge the scope of understanding, and foster metacognitive reflection. Portfolio assessment provides a reliable, valid source of information concerning students' ability to master course-specific learning outcomes over a whole course rather than just a single unit.
- Should not exceed the normal overall weighting and length of assessment tasks for a 9 or 18 credit point unit. Student may amass more information but only submit a selection for assessment.
- Are multidimensional and reflect a wide variety of artefacts. The range of entries should highlight various learning processes, skills, and abilities. Essentially, a good portfolio will provide a comprehensive profile of the student's abilities.
- Include reflections: insight on individual thinking processes, metacognitive introspection, thoughts on problem-solving, decision-making skills, and observations on intellectual strengths and weaknesses.
- Clearly reflect learning outcomes and provide a match between learning activities, student experiences, and assessment.
- Are a targeted selection of student work that avoids haphazard collections without purpose, rationale, or justification. The selection process is as important as the quality of the selected entries.
- Contain an element of self-assessment: students reflect on their own learning experiences, identify their personal strengths and weaknesses, and use this process for forming personal improvement goals.
- Are structured to meet the goals and purposes of the assessment but they also allow a degree of freedom for students to express their own individuality and personal strengths. Within this constraint, guidance might be provided on the number of items to be collected, the approximate size of each item eg. reflective essay (1500 words) or concept map (one page), and a list of sample items.