



Higher Education Assessment Procedure – Version 2



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1 Document Control

Version	Date	Amended by	Changes Made
1	29/11/2016	Manager Higher Education & Learning Partnerships	Initial document
1.2	19/9/2017	Quality Coordinator	Minor administrative amendments made to position titles/teaching facilities
1.3	24/04/2019	Manager Higher Education & Learning Partnerships	New template, review and special consideration in assessment updated
2	06/08/2019	Manager Higher Education & Learning Partnerships	Endorsed by VETBoS, HEBoS and Exec Team. Finalised

2 Purpose

To determine the policy and principles which apply to assessment practices for higher education awards.

3 Scope

Applies to all Box Hill Institute higher education awards.

4 Responsibilities

Refer to Higher Education Assessment Procedure 6.



5 Definitions

Term	Definition
Assessment	Is the process of examining the work produced by a student through an assessment instrument (examination, test, assignment or essay) for the purpose of making judgments on whether the required standard has been achieved, and for awarding of marks that contribute to the final grade of a subject.
Assessment System	Is a controlled and ordered process designed to ensure that knowledge and skills are adequately assessed and that assessment decisions are consistent, fair, valid and reliable.

6 Procedure

Procedure	Responsibility
<p>1. Principles</p> <p>The following Principles of Assessment will be applied to all Higher Education student assessments conducted within the institute.</p> <ul style="list-style-type: none"> a) Assessment promotes, recognises and rewards all students learning that leads to the achievement of knowledge and skills through an approved course of study. b) Assessment has both formative and summative purposes. In its formative role it is an essential part of the teaching and learning process because it aims to help students to identify strengths and weaknesses, and ways by which to improve. In its summative form it provides information that is used to judge the students' knowledge and skills in relation to the objectives of a subject. For students and teaching staff, assessment is an integral part of the learning and teaching process, rather than a final adjunct to it. c) All teaching staff operate within an assessment system as prescribed by Box Hill Institute and clearly defined by the relevant Curriculum Committee. d) The design of assessment for each course is based on, and appropriate to, the stated educational outcomes of the course. Students are assessed on the full range of knowledge and skills as specified in the curriculum document with reference to the degree graduate attributes. e) In accordance with the Institute's grading schema, grades are awarded consistently within a course to establish common standards of achievement. This enables students and stakeholders to have a standard measure of the level of a student's knowledge and skills. f) A range of assessment systems is used for each course. The principles of assessment are applied to all forms of assessment, including examinations. g) Students are encouraged and assisted to claim recognition of knowledge and skills currently held, regardless of how, when or where the learning occurred. h) All assessment processes are fair and considerate of learners' characteristics. 	

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<ul style="list-style-type: none"> i) Assessment practices are equitable to all groups of students, including students with disabilities. They minimise disadvantage by using a variety of assessment models and avoid gender, racial, cultural or other bias. j) The expectations of each assessment task, its relationship to the course aims and the knowledge and skills, by which performance is to be judged, will be documented and made clear to students from the commencement of a subject. k) Students are provided with information about their rights and given opportunities to negotiate assessment processes, dispute assessment outcomes and seek reassessment. l) Assessment is regularly validated to ensure that assessment within each course is consistent, fair, valid and reliable. Mechanisms to reduce discrepancies in assessment will be established for each course by the relevant Degree Committee. m) Plagiarism is managed appropriately to protect the Institute's reputation and standards for current and future students. 	
<p>2. Preparing for assessment</p> <p>When preparing for assessment, the following must be considered and/or actioned:</p> <ul style="list-style-type: none"> a) Design and specify the number and type of assessment tasks and their respective weightings in the subject guide b) Ensure all assessment is relevant to the subject and the course, and clearly pertains to specified learning objectives c) Develop a marking guide for each assessment task that clearly outlines the criteria for the assessment d) Ensure that all assessment tasks to be undertaken throughout each subject, and across any given semester, are communicated to the Course Manager (Higher Education) (Discipline) electronically prior to the start of the subject e) Make Subject Outlines available electronically to students enrolled in the subject during the first week of subject commencement f) In exceptional circumstances and where the need arises, seek approval from the Course Manager (Higher Education) (Discipline) to change assessment tasks or criteria for a subject after the first week of commencement. Such changes should not result in disadvantage to any student and all students must be advised of approved changes via email. 	<p>Course Manager (Higher Education) (Discipline)/Teacher</p>
<p>3. Special consideration in assessment</p> <p>Where a student anticipates that a result will be impacted by special circumstances, for example ill health or bereavement:</p> <ul style="list-style-type: none"> a) The student should consult with the subject teacher (in the first instance), and with the Course Manager (Higher Education) (Discipline) as early as possible b) Complete a Special Consideration in Assessment Application and together with supporting evidence submit to the Course Manager (Higher Education) (Discipline) in which the student is studying within ten (10) working days prior 	<p>Student</p> <p>Student</p>



<p>to the examination/assessment for notification of known/ongoing issues. Applications for special consideration in unpredictable circumstances are to be submitted within in three (3) days of the event occurring where the event impacts assessment.</p> <p>c) The student may be referred to Student Support Services for assistance with their application.</p> <p>d) The Course Manager (Higher Education) (Discipline) will determine if the application should be supported, and will forward the outcome to the Registrar.</p> <p>e) The Registrar will advise the student of the outcome of the Special Consideration application, within three (3) working days of receipt of the application.</p> <p>f) The finalisation of the grade for the assessment which is granted special consideration is to be completed before the start of the following semester.</p> <p>g) An additional request for special consideration relating to an assessment whereby special consideration has already been granted can be applied for in exceptional circumstances to the Course Manager (Higher Education) (Discipline). A new Special Consideration application should be forwarded to the Registrar who will advise the student of the outcome of the Special Consideration application, within three (3) working days of receipt of the application. If granted the assessment is to be finalised before the start of the following semester.</p>	<p>Course Manager (Higher Education) (Discipline)</p> <p>Registrar</p> <p>Course Manager (Higher Education) (Discipline)</p>
<p>4. Disability consideration – Reasonable adjustment</p> <p>a) Students who have a disability and believe they are eligible for alternative assessment procedures should contact the Institute’s Disability Liaison Service to gain assistance regarding alternative assessment.</p> <p>b) Prior to assessment: Student to consult the Disability Liaison Service as early as possible about any disability Student to consult with the subject teacher (in the first instance), and with the Course Manager (Higher Education) (Discipline) as early as possible if personal circumstances are affecting participation or performance of assessment</p> <p>c) Following advice from the Disability Liaison Service the subject teacher will make appropriate learning and assessment adjustments for students with disabilities. Such adjustments shall be in accordance with the student’s Education Inclusion Plan, where one has been approved.</p>	<p>Student</p> <p>Student</p> <p>Student</p> <p>Subject Coordinator/Teacher</p>
<p>5. Undertaking assessment</p> <p>In undertaking an assessment, students will:</p> <p>a) Meet assessment requirements as specified in the subject guides, including submission of work by the due date.</p> <p>b) Refer to special consideration policies and procedures as outlined above if personal circumstances have affected participation or performance in assessment.</p>	<p>Student</p>



<p>k) Consider requests for review of grades, re-assessment and changes to ratified final results.</p> <p>It is the responsibility of the Faculty Deans to:</p> <p>a) If required, follow the process outlined in the Complaint Policy and Procedure: Student, Customer and Stakeholder regarding a grade in a subject.</p>	<p>Faculty Deans</p>
<p>7. Administration of assessment results</p> <p>Student Administration will:</p> <p>a) Apply the procedures relating to recording, amendment and issuing of results.</p> <p>b) Provide advice to teaching Faculties relating to the requirements for submission of results.</p> <p>c) Ensure the efficient and timely publication of results and notification to students</p>	<p>Student Administration</p>
<p>8. Supporting Assessment</p> <p>Student Life:</p> <p>a) Will offer assistance to students in regard to their performance at the Institute and/or their academic progress.</p> <p>b) May receive information through the student relevant to an assessment and which will be revealed to the Course Manager (Higher Education) (Discipline) or Teacher responsible with adherence to privacy policy and legislation, respect of the dignity and privacy of the student and in most cases, to the extent authorised by the student.</p> <p>c) Will advise upon and coordinate requests for learning and assessment arrangements from students who have permanent or temporary disabilities.</p> <p>d) Will recommend a range of inclusive strategies, including adjustments to teaching, learning and assessment, alternative assessment, and consideration for factors affecting assessment performance.</p>	<p>Student Life</p>
<p>9. After Assessment</p> <p>Teachers are required to:</p> <p>a) Liaise with the relevant Course Manager (Higher Education) (Discipline) with regard to applications for consideration of personal circumstances affecting assessment.</p> <p>b) Provide final result grades to replace any interim grades by the date specified.</p> <p>c) Provide timely feedback to students on their results.</p> <p>d) Ensure that where an inbound international student fails an assessment and this is likely to impact on the student's ability to complete the course within the expected duration, liaise with the International department and ensure that an appropriate intervention strategy is implemented.</p>	<p>Teachers</p> <p>Course Manager (Higher Education) (Discipline)</p>

Document: **Higher Education Assessment Procedure**

Document No.: **ACA-AA-PRO003**

Process Area: **Academic Affairs**



<p>10. Procedure on the Resubmission of Failed Assignments</p> <ul style="list-style-type: none">a) At a teacher's discretion, a major assignment that has been submitted by the due date and awarded a fail grade can be revised/rewritten and resubmitted by a date prescribed by the teacher.b) The maximum grade that can be awarded to a resubmitted assignment is a pass grade of 50%.c) Revised/rewritten assignments will not be accepted after the specified submission date and the fail grade originally awarded will stand.d) The Rationale for Resubmission form must be completed and the Course Manager (Higher Education) (Discipline) must approve the resubmission.e) Resubmitted assignment must have a cover sheet and a Rationale for Resubmission form attached; and they must be submitted directly to a teaching Faculty Administrative Officer.	<p>Teacher</p> <p>Teacher and Course Manager (Higher Education) (Discipline)</p> <p>Student</p>
<p>11. Double marking of assessments</p> <ul style="list-style-type: none">a) Where a work submitted for assessment is given a fail grade by an examiner, that piece of work will be handed to a second examiner who will independently evaluate the work prior to the result being conveyed to the student.b) No student will be awarded a fail grade for final examinations that fall in the range of 30 – 49 or for a non-examination assessment task, without an independent examiner confirming the result.	<p>Independent Examiner</p>
<p>12. Student request for re-assessment</p> <ul style="list-style-type: none">a) Where a student disputes the result of an assessment, the student should discuss this with the teacher and the Course Manager (Higher Education) (Discipline) to resolve any issues and to discuss any circumstances which may have affected their results within 5 working days.b) Informally review the matter with the student and teacher within five (5) working days of being approached by the student and inform the student of the outcome and the student's right to a formal re-assessment.c) If this does not result in a resolution, the student may apply for a formal re-assessment. The application has to be in writing and lodged within ten (10) working days of receiving their results. Application forms are available on the registrar website.d) If an application for re-assessment is received, a Higher Education Appeals Committee will be formed inclusive of three members of HEBOS or Higher Education teachers, and an administrative officer. The Administrative Officer will not have voting rights.e) The Higher Education Appeals Committee will:<ul style="list-style-type: none">• Notify the relevant Course Manager (Higher Education) (Discipline)• Request any additional information from the Course Manager (Higher Education) (Discipline)• Invite the Course Manager (Higher Education) (Discipline) of the relevant area to be represented at the meeting• Obtain necessary information from the student if required• Hold the hearing and decide whether to grant re-assessment or not• Write to the Registrar providing the outcome of the application	<p>Student</p> <p>Course Manager (Higher Education) (Discipline)</p> <p>Student</p> <p>Higher Education Appeals Committee</p>

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<ul style="list-style-type: none"> • Write to the student within three (3) working days informing them of the outcome of the appeal process <p>f) If the student is not satisfied with the outcome, the student may lodge a formal grievance in accordance with the Complaint Policy and Procedure: Student, Customer and Stakeholder.</p>	<p>Registrar</p> <p>Student</p>
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7 Related Documents

- Higher Education Assessment Policy - BHI
- Conduct of Examinations Policy - BHI
- Higher Education Student Progression Policy - BHI
- Complaint: Student, Customer, Client and Stakeholder Policy
- Learners with a Disability Policy – BHI
- Higher Education Student Progression Procedure - BHI
- Conduct of Examinations Procedure - BHI
- Complaint: Student, Customer, Client and Stakeholder Procedure
- Learners with a Disability Procedure – BHI
- Higher Education Assessment Work Instruction - BHI
- Special Consideration in Assessment Application
- Rationale for Resubmission Form
- Assignment Resubmission Application form

8 Risk/Opportunity Assessment

Risk/Opportunity	Likelihood	Severity	Assessment Method (if applicable)	Mitigation
Assessment not carried out correctly	Low	Low		Clear instructions issued

9 Process Flowcharts

Nil