

## STUDENT ASSESSMENT PROCEDURE

<b>Policy Code</b>	ACA03
<b>Policy Lead</b>	Academic Dean
<b>Approving Authority</b>	Academic Board
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<b>Version</b>	2025.1
<b>Relevant legislation or external requirements</b>	Australian Qualifications Framework (AQF) Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6, 1.4.7)  Australian Qualifications Framework (AQF) Tertiary Education Quality and Standards Agency (TEQSA) Policy on Core Plus model for regulatory assessments (TEQSA)
<b>Related ASA Documents</b>	Moderation Policy Moderation Procedure Benchmarking Policy Quality Assurance Framework Recognition of Prior Learning Policy Recognition of Prior Learning Procedure Special Consideration Policy Special Consideration Procedure Academic Integrity Policy Academic Misconduct Procedure Student Assessment Policy Student Assessment Review Policy Student Assessment Review Procedure Student Progression and At Risk Policy Student Progression and At Risk Procedure Student Code of Conduct Work Integrated Learning Policy Work Integrated Learning Procedure Artificial Intelligence Policy and Procedure

### 1. Purpose

The purpose of this Procedure is to outline the processes and practices involved with the Student Assessment Policy, the intent of which is to establish the approach to the design, development and implementation of assessments for ASA Institute of Higher Education's (ASA's) courses.

### 2. Scope

This Procedure applies to all ASA applicants, students, staff, volunteers and contractors.

### 3. Assessment Design

Assessment forms a key part of our students' learning journey. Careful design and purposeful development of assessment tasks provide the foundation for a positive and successful experience of students and staff in ASA learning and teaching.

### **3.1 Designing for Academic Integrity**

- a. Students and staff are expected to abide by ASA's Academic Integrity Policy and associated Procedure.
- b. Academic integrity in assessment will be promoted through careful assessment design and framework, clear explanations as well as regular review and renewal of assessments.
- c. Digital submission for assessment tasks so it can be scanned by a plagiarism detection software to detect academic misconduct.

### **3.2 Curriculum Alignment**

- a. Assessment tasks must be aligned with the appropriate Australian Qualifications Framework (AQF) level and should follow any requirements stipulated for professional accreditation (if applicable). Assessment tasks must be aligned to the relevant course and unit learning outcomes.
- b. Assessment tasks must provide all students with a fair opportunity to demonstrate the learning outcomes of the unit, and the course. Assessment tasks should not address outside material that does not reflect the scope of the unit learning outcomes.
- c. Staff should develop assessment tasks in advance of the study period to ensure sufficient time can be dedicated to key design processes including moderation, and for a unit, including changes to assessment details can be approved by the Academic Board.

### **3.3 Design of Assessment Criteria and Standards**

- a. Assessment task design is inclusive, with the resources required for completion of the assessment accessible and available to all students, e.g., Assessment Briefing, marking rubric, templates etc.
- b. The task questions and any associated instructions will be clearly worded and contain no ambiguities as to what students are expected to do.
- c. Each assessment task must have a clear marking rubric, and, if applicable, directions concerning where and how marks are to be allocated according to performance in specific questions or against specific assessment criteria and learning outcomes.
- d. Assessment criteria learning outcomes must be aligned to the grading schedule descriptors.

#### **3.3.1 Forms of Assessments**

The forms of assessment to be utilised for each unit are clearly set out in the Unit Outlines given to students at the commencement of the unit.

Each form of assessment should also reflect the level of difficulty and challenge related to level of the unit and AQF level.

Formative assessments should start occurring early in the unit and include a wide variety of assessments to evaluate students' performance and give early feedback.

Formative assessments may be either ungraded or have minimal marks allocated.

All types of assessment can be either formal, or informal.

Formal assessment validates students' learning, by demonstration of knowledge, based on the students' responses.

Informal assessment contributes to the suite of knowledge upon which the formal learning is based, or to serve as a formative pathway to knowledge.

### 3.3.2 Types of Assessments

Examples of assessments include:

- **Short quizzes** – short quizzes are intended to test the student's understanding of theoretical material covered in their lessons. They usually take the form of multiple-choice and short answer questions.
- **Final examinations** – should be designed to test knowledge, use problem-solving or analytical skills and/or apply theory to practical situations, with a mix of multiple-choice questions, short answer questions, problem questions requiring calculations or analysis and extended answer questions requiring the analysis of specific situations. Questions should generally range from basic standard knowledge to more challenging questions. Under no circumstances should there be any 'True/False' and 'missing word' questions. Multiple-choice questions, if used at all, should be carefully researched, and should not constitute more than 20% of the exam.

The allocation of marks must be shown on the exam paper. A marking guide with suggested answers and allocation of marks must be prepared. Model answers should be provided and a rubric.

- **Essay/Report/Literature Review/Case Study** – are intended to test a student's ability to assess information, to formulate arguments, and to evaluate critically different alternatives to issues or problems. They usually seek to demonstrate a student's research skills through conducting literature reviews and the creation of appropriate references and reading lists. The length of case studies may differ, and they do not typically need to match the length of an essay.
- **Practical exercises** – these can be conducted individually or in groups and address a practical element of a unit. They might include some kind of written report and may employ several different media. They usually involve resolving some kind of technical problem or demonstrating a student's practical and technical skills, abilities, and understanding of the unit.
- **Groupwork** – is undertaken in order for students to work collaboratively. The nature of Groupwork will determine the style of work required and presentation format which can be a combination of oral presentation and report form. Collaborative projects also contribute to the professional practice of working in a team to achieve a satisfactory outcome. Refer to group work guide.
- **Presentations** – is where students are required to present the findings of some research (usually associated with larger research for a written assessment) or can be based on a topic from the previous study session. Presentations can vary in length and weighting, depending on the nature of the unit. They are particularly appropriate for technical or creative units.
- **Presentations** can be delivered individually or in group form. If presented in a group, peer evaluation should be incorporated into the assessment and include individual and group marks.
- **Projects** – projects can vary in length and complexity and can be conducted individually or in group form. They are undertaken to challenge the students' thinking and to gather key information/data to provide evidence of complex issues. The nature of the projects will determine the style and presentation format which can be a combination of oral presentation and report form. Collaborative projects also contribute to the professional practice of working in a team to achieve a satisfactory outcome.

Peer evaluation when working in groups is incorporated into the assessment progress and students will have the opportunity to evaluate the contribution made by their peers.

- **Simulations** - encourage the application of critical and evaluative thinking skills and are typically utilised as a final assessment to evaluate students' overall knowledge and abilities. These simulations are designed based on industry standards.
- **Role play** – is intended to give the student a practical exercise to practice a likely scenario that they will encounter in industry.
- **Interview/ Viva** - a Viva, short for Viva Voce, is an academic assessment conducted in the form of an oral examination. During a Viva, a student presents advances in a project or assessment. The examiner may ask the student to elaborate on certain aspects of the assessment, clarify the methodology, findings, or challenges to a student's work.
- **Question and Answer Pools** – Q&A Pools are academic assessments which draw from the portfolio of topics and outcomes from the course of the delivery of a unit, and randomly draw from the weekly content to ascertain a student's overall subject knowledge. The examiner will have questions from each week of delivery that a student will then go through and answer at random from each week. The student's knowledge of the content will then be summarily assessed.
- **Peer review** - when students work in groups there is an element of individual work that takes place, whilst also contributing to the team effort. The review process adds complexity to the marking of the group project or group work but provides the student with the opportunity to provide feedback.
- **Portfolio** - is a deliberate compilation of a student's work that demonstrates their accomplishments, progress, or efforts in one or more areas. Portfolios are especially useful for technical or creative subjects, as they emphasize the learning process and development of a student's skills.
- **Reflection** - reflective assessments are based on reflective learning. They are used to assess an individual student's learning by asking the student to reflect on their learning experience. Reflections include analysis not just a description account of the event/activity. A scenario can be given, and students are to reflect on a process on how to approach the scenario to solve a problem or answer a question.
- **Participation/ Attendance** – students should attend at least 75% of their classes and engage in class activities. Students are required to participate in class discussions and activities. Class participation is not just students attending class but engaging with other students and teaching staff.
- **Class activities** - short exercises and problem-solving activities which aim to enhance the attainment of knowledge by gathering information and articulating lessons learned. The goal of completing activities is to enhance students' understanding and skills in a specific area.
- **Workplace learning tasks** – work integrated learning assessments have components that relate to work placement and as such require not only the academic supervisor and the Course Coordinator to be involved with the marking but will also include the host partner's feedback as supervisor. For further information refer to the Work Integrated Learning Policy and associated Procedure and Guidelines.

### **3.4 Task Weighting, Timing, and Volume**

- a. Volume of learning in a standard unit of 10 credit points equates to 112 hours (overall student time spent on a unit, including on assessments). When setting an assessment task, careful consideration should be given to:
  - i. the time required to complete the task in relation to the learning outcomes and the overall volume of learning for the unit,
  - ii. the relative weighting of the assessment task,
  - iii. the relative timing and due dates of tasks, and
  - iv. the impact on staff and student workload.
- b. No single assessment task can be worth more than 60 percent of the total assessment of the unit unless approved by the Academic Board.

### **3.5 Assessments that use Generative Artificial Intelligence (AI) and Language Bots**

ASA supports the responsible and ethical use of generative AI, to equip ASA students with the skills they need to develop with emerging technologies. With the development of assessments, ASA will explore and educate students on the benefits in the judicious use of technologies such as ChatGPT but ensuring that students understand the risks and ethical considerations of the use of such tools.

ASA will ensure that students are able to demonstrate the learning outcomes of the units and can analyse information and present it with their unique perspectives.

To do this, ASA will determine whether students are to use AI in specific assessments or within class activities. ASA will communicate the expectations to students outlining specific requirements in which students are to use AI and how they will be assessed within the assessment.

The most important consideration of designing for academic integrity with the advent of artificial intelligence is authentic assessment design. Providing students with authentic assessments and specifying what help they are permitted to use for each assessment task helps students to prepare for the professions.

#### **3.5.1 Design that discourages the use of AI**

- a. Carefully analyse all prompts and questions as well as the conditions under which assessments are completed to ensure that students are not able to easily use AI.
- b. 'Test' prompts by running them through ChatGPT and analyse the output. If the AI generated work is satisfactory, then rework the prompt. Note that this activity helps the tool to learn, so make sure that your final prompt is completely different.
- c. Ensure that emphasis is on critical thinking and reasoning in all assessments.
- d. Focus on the process as well as the product with drafts and outlines also assessed.
- e. Develop increasingly complex tasks investigated over a sustained period which allow for 'competing solutions and diversity of outcomes'.
- f. Assess material discussed in class.

#### **3.5.2 Design that uses the affordances of AI:**

- a. AI in the planning stages of a task

- Students use AI for an initial scan of the literature with the output on a topic providing them with key words and concepts to inform a search of academic literature.
- Students use AI to identify the sections and elements needed for a text type.

b. AI as a core part of the task:

- Students use AI to improve transfer of knowledge skills. The output can be used to provide many examples related to a topic. The student can then be asked to test their understanding and name and explain inaccuracies, gaps, and missing aspects on a topic.
- Students use AI to learn evaluation. If the output explains a concept step by step or produces an example essay, students then enhance the output by considering the order to steps and re-thinking the depth of their knowledge about the topic and /or critiquing and improving an essay.
- Students use AI to learn critical thinking and reflection skills. They reflect on inputs and outputs, annotate, and then develop their own work.
- Students use AI for divergent thinking and the generation of ideas. They then use AI in the convergent thinking process where solutions (prototypes) are developed, tested and evaluated.

c. AI for self-testing:

- Have students generate quiz questions for themselves on the content to facilitate revision.
- Use AI to explain why an answer/ solution is correct or what other options may be.

d. AI as a copyediting tool:

- After students first complete a task themselves, they can compare their language and formatting choices with the AI output and make edits to their own work. They should be careful not to put their own work through the AI tool unless explicitly told to do so as this will also assist in the learning of the tool.
- Students use AI to identify and improve story style and tone.

### 3.6 Group work

- a. Group assessments must be aligned to the learning outcomes.
- b. Group assessments must be structured in such a way that all students will be able to demonstrate attainment of all the learning outcomes mapped to the assessment.
- c. Group assessments must ask students to evaluate the group processes, including themselves, and show how the tasks were divided and carried out.
- d. Group assessments must consist of at least 50% individual component marks as well as the group component mark.

## 4. Administering and Marking of Assessments

### 4.1 Responsibilities in assessment

Both staff and students have responsibilities in assessment as follows:

#### 4.1.1 Student responsibilities

ASA expects students to be responsible for their own learning and achievement of required standards in units and courses. This includes:

- a. reading instructions for assessment tasks (including examinations) carefully, and following the instructions,
- b. meeting deadlines and submitting assessment tasks on time,
- c. reading feedback on assessment tasks carefully, and
- d. seeking support to improve their performance where feedback and marks or grades indicate they need to improve.

#### 4.1.2 Staff responsibilities

Staff are responsible for conducting assessments will:

- a. mark in accordance with the stated assessment criteria and standards,
- b. provide timely and constructive feedback to students on assessments tasks which indicates what students did well and how the work could be improved,
- c. refer students who need support to the relevant academic and/or other support services,
- d. record student marks in the LMS, release marks to students progressively through the study period, and submit final grades by the required deadline, and
- e. meet ASA timelines and requirements for submission of Board of Examiners grades and report.

### 4.2 Communication of Assessment Requirements

- a. Clear communication around assessment between staff and students is important across the lifecycle of a unit. Information is available in the Unit Guide which informs students of unit structure, learning outcomes and assessment requirements.
- b. Assessment briefings and rubrics which outline full detailed requirements of the assessment. Assessment requirements should include type of assessment, timelines, weightings, and how it will be assessed.
- c. Assessment details should be made available at the beginning of the study period. If late changes are required, these changes must be communicated to all students enrolled in the unit as soon as possible to ensure students have plenty of time to complete by the submission date.

### 4.3 Submission of Assessments

Students are required to submit assessment tasks at the time and date specified in the Unit Outline. Assessment items submitted after the due date will be subject to a late penalty unless the Academic Dean or their delegate has given prior approval in writing for an extension of time to submit that item, or if mitigating circumstances apply.

Assessments should be submitted in the form specified in the Unit Outline or as notified by the Lecturer. Where assessment tasks are submitted electronically, the date and time the email was received will be considered the date and time of submission. Written papers or other physical submissions are to be time and date stamped as a record of receipt.

#### 4.3.1 Invigilated Assessment/ Examinations

During invigilated assessments/examinations ASA's rules will apply.

- a. ASA has official examination periods at the end of each study session. Students are responsible for checking the commencement time of their examinations via the timetable, or with ASA. The examination commencement time normally indicates the start of the official examination.
- b. Students must arrive on time, students who arrive more than 30 minutes late for a 3-hour exam will not be permitted to enter the examination room. Students are not permitted to leave the examination room in the first 30 minutes or the last 30 minutes of the examination.
- c. Students must sit in allocated seating.
- d. Students will be not allowed to have mobile phones, smart watches, notes, bags, and any other personal belongings unless authorised.
- e. No hats or other headwear is to be worn unless required for religious observance or medical reasons.
- f. Students must display their Student ID cards during the examination.
- g. Students are not permitted to leave the examination room unsupervised for toilet breaks, or any other reason.
- h. On completion of the examination, students must leave the examination room quietly and not disrupt any other student/s.
- i. No examination papers or materials is permitted to be removed from the examination room.
- j. No cheating or attempting to cheat is allowed. Breaches of the following non-exhaustive list may result in a fail grade or a zero for the examination:
  - speaking or communicating with any other students,
  - providing or receiving any form of assistance to any other student or person,
  - possession of unauthorised materials,
  - writing on hands, rulers, calculators, water bottles, etc.
  - talking while on toilet break,
  - reading other students examination paper/screen, and
  - placing notes in the toilet and accessing them during the examination.

#### 4.3.2 Penalties for Late Submissions

Penalties apply to any assessment task submitted after the assessment due date, without an approved extension or without approved mitigating circumstances. The standard penalty is the reduction of the mark allocated to the assessment task by 5% of the total mark applicable for the assessment task, for each day or part-day up to 5 workings day. Assessments received more than 5 working days after the due date will be allocated a zero mark.

#### 4.3.3 Resubmission

Where a student has completed all assessment tasks and marginally fails a unit (i.e., has achieved a score of 46-49%) the Academic Dean or their delegate may offer the student an alternative assessment to assess the student's understanding of the learning outcomes. If deemed there is a good understanding of the unit learning outcomes and the student answered key questions, a 50% pass grade can be awarded.

The Academic Dean reserves the right to not award an alternative form of assessment if the student has not completed or attempted all assessment tasks for that unit.

#### 4.3.4 Special Consideration and Reasonable Adjustment

Students with a disability or a long-term medical condition, which may have an impact on their studies, can apply for reasonable adjustment by completing the Reasonable Adjustment Application Form. Students must apply for reasonable adjustment in writing to Student Services at the earliest opportunity upon enrolment or as soon as the condition is diagnosed to ensure that reasonable adjustments can be made available within required timeframes.

Students whose ability to submit or attend an assessment item is affected by sickness, misadventure, or other circumstances beyond their control, may be eligible for special consideration, but all medical grounds must include a medical impact statement, to be completed by the medical practitioner and submitted with the application form (Refer to the Special Consideration Policy and related Procedure for further information). The standard medical certificates may not be sufficient for the purpose of assessing a special consideration application for medical reasons. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment.

Students must apply for special consideration by completing the Special Consideration Request Form and returning the form to Student Services within 3 days of the due date of the assessment item.

When considering the special consideration or reasonable adjustment application, the Academic Dean or delegate may consider one or more of the following conditions:

- the student's performance in other assessment tasks in the unit,
- the severity of the event,
- the student's academic standing in other units and in the course,
- any history of previous applications for special consideration or reasonable adjustment, except where they indicate a specified chronic problem,
- supporting evidence such as Medical Impact Statement. The application may be rejected without external objective documentation, and
- if the supporting documentation is in a language other than English, student must supply copies of the original language document/s, and a complete English translation of the original language document/s.

If an application for special consideration or reasonable adjustment is lodged, any one of the following outcomes may be appropriate:

- no action is taken,
- additional assessment or a supplementary examination is undertaken. The additional assessment may take a different form from the original assessment. If a student is granted the additional assessment, the original assessment may be ignored at the discretion of the Academic Dean or delegate. Consequently, a revised mark based on additional assessment may be greater or less than the original mark,
- marks obtained for other completed assessment tasks in the unit are aggregated or averaged to achieve a percentage result,
- the deadline for assessment is extended,

- the student is allowed to discontinue from the unit without failure. This is unlikely to occur after an exam or final assessment has taken place, and
- other arrangements as appropriate. The student will be advised in writing of the final decision regarding their application for special consideration or reasonable adjustment at the earliest opportunity.

#### 4.3.5 Minimising opportunities for Academic Misconduct

In accordance with the Student Academic Policy and associated Procedure, students are advised of the nature of cheating, contract cheating, use of unauthorised Gen AI, plagiarism, collusion and impersonation and the penalties. Students are communicated through the Student Orientation, Student Handbook, Unit Outlines and in the beginning of each unit of study. Additionally, all Academic Integrity and Academic Misconduct collateral are located in the Student Learning Hub, for transparency and ease of access for students.

Students are required to submit all written assessments in electronic format so it can be scanned by a plagiarism detection software to detect academic misconduct.

Furthermore, lecturers can further assess a student's work, and the verity of its submission, by the application of a viva voce. If a lecturer suspects a student of misrepresenting the authorship of an assessment, they can formally request the student to attend a viva voce, to determine the student's knowledge of their submission.

Practical assessments/ examinations may be utilised at least once per unit to ensure that students demonstrate the knowledge and understanding of the content in a controlled environment.

### 4.4 Marking Process

#### 4.4.1 Marking

Marking should be conducted, and feedback provided to students, in a fair, timely and confidential manner in line with the principles and practice outlined in the Student Assessment Policy.

A mark or grade is awarded to students for all summative assessment tasks. A mark is a numerical indicator, and a grade is a descriptive indicator, of a student's achievement in an assessment task.

Students' marks and/or grades are determined in relation to the expected learning outcomes and standards of performance for that task. Marks and/or grades are not determined relative to the performance of the students, nor to a predetermined distribution of grades.

Where marking requires judgement, a single marking rubric that clearly communicates to students the requirements, criteria and expected learning outcomes and standards for each assessment task is used. Rubrics link to the unit learning outcomes and the assessment task.

To facilitate reliable and consistent judgements about student performance, all staff who assess work within the Unit should be adequately trained in using the rubric.

#### 4.4.2 Feedback

Feedback to students will provide clear and constructive information about their learning so that they can evaluate progress, identify gaps, and take action that enhances future performance. Feedback should be timely, justify the mark given against published assessment criteria, and provide actionable advice and strategies to implement in future assessment tasks.

Written feedback to students concerning their performance in formative and summative assessment tasks must be provided within 5 days of the due date for the task or, in where extensions of time have been granted, within 5 days of submission.

#### **4.4.3 Moderation of Assessments and Grades**

Moderation ensures that the marking process and the marks awarded have been determined accurately, consistently, and fairly in accordance with the assessment criteria and standards determined when the assessment task was designed. All summative assessment tasks must be subject to moderation.

Grading decisions for each assessment task will be moderated against the set of criteria and standards before task results are released.

All markers must be familiar with and have a shared understanding and application of criteria and standards for the assessment task, provision of feedback and marking processes. The work of all markers are subject to internal moderation processes.

#### **4.4.4 Supplementary Assessments**

Supplementary assessments are approved by the Academic Dean or their delegate and may be granted as a result of a successful Special Consideration application or where a student has gained final mark between 45 and 49.9% in a unit of study and has attempted every assessment task within the unit of study.

All details of the Supplementary Assessment, including type of assessment, length and/or duration, and due date will be determined by the Academic Dean or their delegate.

If the student achieves a passing grade in an approved Supplementary Assessment, the final grade and mark will be granted as a Pass 50%.

If the student fails to achieve a passing grade in an approved Supplementary Assessment, the original mark and grade for the unit of study will stand.

#### **4.4.5 Releasing of Results**

Results for assessment tasks can be released by the Course Coordinator or delegate to students.

After all the results have been processed for all units, they will be reviewed and approved by the Board of Examiners ready for release to the students.

#### **4.4.6 Appeals or Review of an Assessment Decision**

Students may request a review of an assessment decision or final grade awarded in a unit of study, which is outlined in the Student Assessment Appeals Policy and associated Procedure. For further information refer to the Student Assessment Appeals Policy and associated Procedure.

### **5. Version Control**

This Procedure has been reviewed and approved by the ASA Academic Board as at January 2025 and is reviewed every three years.

The Procedure, with associated policy, are published and available on the ASA website  
<https://www.asahe.edu.au/policies-and-forms/>.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
2025.1	Academic Dean	Addition to the assessment types, including Q&A Pools.	29/01/2025	06/03/2025
2024.1	Academic Dean	Updates to provide additional procedural detail on referencing requirements when using GenAI and provided resources. Logo updates also actioned.	21/06/2024	01/07/2024
2023.1	Director Learning and Innovation	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	20/11/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
7.0		Academic Board approval	10/08/2022	
6.0		Academic Board approval	07/07/2022	
5.0		Academic Board approval	02/05/2022	
4.0		Academic Board approval	25/05/2021	
3.0		Academic Board approval	28/04/2021	
2.0		Academic Board approval	30/06/2020	
1.0		Academic Board approval	16/06/2020	