

Health Education and Training Institute Higher Education Assessment Policy - Criteria and Standards-Based Assessment

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Summary	This policy provides the framework for student assessment at Health Education and Training Institute Higher Education, using a criteria and standards-based approach.
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Risk Assessment	As per Attachment 1 to this document.

Document History

Version	Issued	Status	Author	Reason for Change
v0.1	13 November 2015	Draft	Geoff Murphy	Draft document
v0.2	5 January 2016	Draft	Mark Wilbourn	Consolidation of feedback
v0.3	28 January 2016	Draft	Mark Wilbourn	Incorporating feedback from the Policy Review Workshop 28 January 2016
v0.4	11 February 2016	Draft	Mark Wilbourn	Amendment clause 6d page 5 insertion Unit prior to Learning Guide
v1.0	24 February 2016	Final	Mark Wilbourn	As approved by Health Education and Training Institute Higher Education Governing Council
v1.1	16 May 2017	Draft	Valerie Rhodes	Amending reference to Academic Misconduct Policy to include the work Student in line with policy name change.
v1.2	17 May 2017	Draft	Mark Wilbourn	Amendment Fail Discontinued wording - student withdrawal
v2.0	28 June 2017	Final	Mark Wilbourn	Approved as a minor change to policy by Chair T&L Committee

Issued under the authority of the Health Education and Training Institute Higher Education Governing Council

Health Education and Training Institute Higher Education Assessment Policy – Criteria and Standards-Based Assessment

Policy Statement

The Assessment Policy is closely aligned with the Health Education and Training Institute Higher Education's Academic Standards and Assessment Framework, which provides an overarching approach to curriculum design, delivery and support. The Framework identifies key principles against which Health Education and Training Institute Higher Education plans and measures its success and identifies areas for improvement. The Assessment Policy is an example of how the Framework has been applied to assessment.

Aims and Objectives

1. Health Education and Training Institute Higher Education uses a criteria and standards-based approach to student assessment. Criteria and standards-based assessment requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task.

Overview

2. In addition to the policy, procedures and guidelines, Health Education and Training Institute Higher Education has developed a Teaching and Learning Plan with a focus on students, the curriculum, and the quality of teaching.
3. This policy must be read and understood in conjunction with the Health Education and Training Institute Higher Education Assessment Guide and its policies, including, but not limited to the:
 - a. Award Courses and Units Approval Policy;
 - b. Graduate Attributes Policy;
 - c. Graduation Policy;
 - d. Student Academic Misconduct Policy;

- e. Review of Grade Policy; and
- f. Special Consideration Policy

Definitions

- 4. For the purpose of this policy:
 - a. Assessment tasks - include, but are not limited to: essays, tests, projects, presentations, web-based discussion;
 - b. Criteria - are specific performance attributes or characteristics that the assessor takes into account when making a judgement about the student response to the different elements of the assessment task;
 - c. Fair assessment - is assessment that is feasible for the students' level of progression through their program, has transparent processes (i.e. marked according to articulated criteria and standards) and provides timely and constructive feedback;
 - d. Moderation - means regulating the marking of individual markers to achieve consistency in the application of unit objectives, performance standards and marking criteria;
 - e. Standards - are statements describing the level or quality of student performance of criteria, in an assessment task;
 - f. Threshold requirement - a component of a unit that must be passed in order to pass the unit.
 - g. Valid assessment - refers to the explicit and clear alignment between intended learning outcomes and the assessment methods used to measure student achievement of those outcomes.

Procedures

- 5. At the Health Education and Training Institute Higher Education, assessment is based on established criteria and standards, not ranking, and will:
 - a. guide and encourage effective student learning. Assessment tasks will align with learning outcomes which reflect unit objectives and relevant graduate attributes;
 - b. fairly, validly and reliably measure student performance of intended learning outcomes; and
 - c. define and maintain academic standards.

6. Each unit will have:
- a. unit learning outcomes that support the relevant course learning outcomes, and have been informed by Health Education and Training Institute Higher Education graduate attributes in the context of the overall program and the discipline area;
 - b. assessable tasks developed to measure student achievement of unit learning outcomes (constructive alignment). The logic of the assessment tasks will be explained to the students in the form of a rationale;
 - c. standards developed by applying professional judgements about expected levels of student performance on assessment criteria. Standards will be benchmarked against acceptable levels of performance within Health Education and Training Institute Higher Education, discipline and/or profession; and
 - d. clear criteria and standards of performance developed for each assessment task, based on criteria published in the Unit Learning Guide. These criteria and standards will be described so that students are informed about the level of performance required for each assessment task.

Assessments

7. The number and nature of assessment tasks will be consistent with the unit documentation approved through the Courses and Units Approvals process. Variations will only be permitted to the extent that they are permitted by the Courses and Units Approvals process.
8. Threshold requirements may be set for individual units where they are included in the approved unit documentation. Where threshold requirements are not met and:
- a. the student has achieved a total mark of 50 or more for the unit, the appropriate grade is Compulsory Fail;
 - b. the student has failed the unit overall, the appropriate grade is Fail.

Moderation

9. Moderation will occur:
- a. before marking assessment tasks to ensure markers have a shared understanding of standards;

- b. after marking to ensure markers have applied standards consistently. This may include:
 1. spot checking at random; and
 2. reviewing borderline results.

Attendance

10. Health Education and Training Institute Higher Education expects academic staff to encourage students to regularly and actively participate in scheduled educational activities (such as lectures, tutorials, and online discussions). For assessment purposes:
 - a. Marks may not be awarded for attendance alone;
 - b. Where attendance is identified as an essential component in the assessment of a unit (for example, for professional accreditation), attendance will be recorded but no marks will be assigned. Attendance will be an ungraded essential component of the unit (a threshold requirement). Where attendance is an ungraded essential component of the unit, attendance records must be retained by the Unit Coordinator and students must be notified of the attendance requirement in the Unit Learning Guide;
 - c. Participation can only contribute to an assessment item provided the item and criteria include participation in a way that is consistent with the principles for assessment. No more than 10% of the marks in any unit may be awarded for general class participation. Explicit criteria for assessment of this participation must be stated in the Unit Learning Guide and explained by the Unit Coordinator at the start of each unit.

Late submission of assessments

11. Extensions may be given by the Unit Coordinator for a maximum period of two weeks beyond the submission date. Students must complete the “Application for Extension” form, and send it to the Unit Coordinator prior to the due date of the assessment. Extensions will not be granted post the due date.
12. Except where an extension has been approved for the submission of an assessment task by the Unit Coordinator, or in line with the Health Education and Training Institute Higher Education Special Consideration Policy, the following penalties will apply to the late submission of an assessment task:

- a. A student who submits an assessment task after the due date for submission will be penalised by 5% per working day up to 10 days;
- b. Assigned work that is not received by 5pm on the tenth working day (i.e. within two weeks) following the due date will be assigned a fail grade and the student will fail the unit. If the student wishes to complete the unit they will be required to re-sit the unit.
- c. When an extension date has not been met, the above penalties apply.

Number and Weighting of Assessments

13. Assessments that carry a weighting towards the final mark for the unit will be advised in the Unit Learning Guide and will be consistent with the documentation approved through the Courses and Unit Approvals process.
14. Determining the amount of assessment given should rely on a balance between effective measurement and effective learning; assignments should be comprehensive enough to measure achievement, but not so excessive as to detract from learning.
15. Normally there will be more than one assessment task from which the final mark and grade for a unit is derived. A specific weighting for each item of assessment must be nominated (e.g.: 25%). The weighting will not be expressed as a range (e.g.: between 20 and 35%).
16. The maximum weighting for any one item of assessment will be 65% unless otherwise approved by Health Education and Training Institute Higher Education Academic Board through the Courses and Units Approval process.
17. Health Education and Training Institute Higher Education reserves the right to require a student to pass a particular assessment task or tasks in order to pass a unit (even if the total mark achieved is more than 50%). Where this is the case, it will be clearly stated in the documentation approved by Health Education and Training Institute Higher Education Academic Board through the Courses and Units Approvals process for the unit and on the information provided to the student in the Unit Learning Guide.

Final Grades

18. Students will be advised in the Unit Learning Guide how all final marks and grades are to be determined.

19. Normally a student will receive a final mark and grade in relation to how well they have performed against the assessment criteria and standards (refer Table 1 below).
20. For all grades in Table 1, a final mark in a unit will be determined on the scale of 0 to 100%.

Table 1 – Final Grade for Units

Grade	Percentage/Descriptor
High Distinction	85-100 [H]
Distinction	75-84 [D]
Credit	65-74 [C]
Pass	50-64 [P]
Fail	0-49 [F]
Compulsory Fail	Student has failed a threshold assessment component(s) of the unit, but has achieved a total mark of 50 or more for the unit [CF]
Absent - Fail	Student has not officially withdrawn from the unit, or has withdrawn from the unit after the census date without authorisation, and has failed to complete one or more of the mandatory assessment requirements for the unit [AF]
Withdrawn (without academic penalty)	Student provides evidence of serious illness or misadventure experienced after the relevant census date [W]

Table 2 – Administrative Grades

Grade	Descriptor
Incomplete	Assessment tasks incomplete due to illness or misadventure [I]
Fail Discontinued	Student has withdrawn from the unit after the relevant census date (withdrawn without academic penalty [W] does not apply) [FD]
Result Pending	Grade still to be finalised [N]
Re-assessable Fail	Student is provided with an additional assessment which must be converted to pass or fail [R]
Academic Credit - Specified	Academic credit for specified units [K]
Academic Credit - Unspecified	Academic credit for unspecified units [L]

Circumstances for Consideration of the Re-marking of an Assessment Task

21. Students will be provided with criteria and standards for each assessment task prior to the task being undertaken. Upon receipt of their marked assessment task, it should be clear to the student, based on their performance against the assessment criteria and standards,

why they achieved the mark/grade given, and how they could have achieved a better mark/grade.

22. If a student does not receive a passing mark for an assessment task and wishes to discuss their result with the Unit Coordinator, the student should review the quality of their responses against the assessment criteria and standards prior to arranging a meeting with the Unit Coordinator. Normally, a meeting with the Unit Coordinator should take place no later than one week after the marked assessment task is available to the student.
23. If, at the end of the meeting with the student, the Unit Coordinator agrees that one or more of the student's responses to the assessment criteria and standards require re-marking, the reasons for the re-mark will be documented. The re-marking of an assessment task should be undertaken by the Unit Coordinator or similar level academic. Where a re-mark is undertaken all comments from the previous marker should be removed.
24. If, at the end of the consultation, the Unit Coordinator does not agree that a re-mark is justified the student will be advised that the assessment task will not be re-marked. The student is to be made aware of the provisions for a review of grade at the end of the semester in Health Education and Training Institute Higher Education Review of Grade Policy.

Matters Affecting Assessment - Special Consideration

25. Health Education and Training Institute Higher Education recognises that there will be circumstances beyond a student's control that may impact adversely on their performance. Under such circumstances, a student may make application for Special Consideration for the assessment task(s) so affected. Definitions of misadventure and extenuating circumstances relevant to special consideration are provided in Health Education and Training Institute Higher Education Special Consideration Policy.

Roles and Responsibilities

Responsibility for Assessment

26. It is the responsibility of the Director Education and Training, with support from the Teaching and Learning Committee to ensure that:

- a. assessment methods and practices of all academic staff, including part-time and sessional staff, comply with this Policy and other related Health Education and Training Institute Higher Education policies;
- b. correct and timely processes are followed;
- c. quality processes are implemented to:
 1. ensure timely and constructive feedback on assessment tasks; and
 2. promote consistency in marking standards across units and academic programs;
- d. assessment tasks are aligned with learning outcomes and provide students with a range of experiences in assessment, and are implemented on a whole of program basis; and
- e. assessment tasks are staged so that students are not over-loaded and have sufficient time to absorb and make use of assessment feedback in subsequent assessment tasks in the unit. Ordinarily one assessment task will be administered within the first half of the semester.

Academic Staff

27. Academic staff carry out their teaching responsibilities under the authority of the Director Education and Training. Academic staff are responsible for:
 - a. providing students with a unit learning guide in accordance with Health Education and Training Institute Higher Education Unit Learning Guides Policy;
 - b. ensuring assessment tasks are designed to measure students' achievement of relevant learning outcomes;
 - c. developing clear criteria and standards against which the level of student performance in the assessment task can be measured; and
 - d. ensuring that any academic integration plans are taken account of in the assessment processes.
28. In developing assessment tasks, academic staff are to:
 - a. ensure assessment methods are valid for the relevant field of education; and
 - b. assess the performance of students' work fairly, objectively and consistently against the criteria and standards.

29. In providing feedback to students, academic staff are to:
- a. ensure that feedback is timely and:
 1. justifies the mark given against the stated assessment criteria and standards; and
 2. identifies what could have been done to achieve a higher mark;
 - b. make every effort to be available to students seeking information regarding the determination of their results for a reasonable period after assessment tasks have been returned and after the final results are released;
 - c. ensure adequate records of marks and any relevant comments on individual student assessment tasks are kept in accordance with Health Education and Training Institute Records Management;
 - d. maintain the public sector principles for privacy in relation to students (refer to the section Information Protection Principles); and
 - e. in instances of suspected student cheating, collusion and/or plagiarism, ensure actions taken are consistent with Health Education and Training Institute Higher Education Student Academic Misconduct Policy.

Students

30. Students have a responsibility to:
- a. familiarise themselves with Health Education and Training Institute Higher Education Assessment Policy - Criteria and Standards-Based Assessment;
 - b. ensure they read and understand the assessment requirements, including word count, and note the due dates and methods for submission of assignments provided in the Unit Learning Guide, seeking clarification from the Unit Coordinator if required;
 - c. actively engage with the learning activities and resources provided in their units by Health Education and Training Institute Higher Education to help them prepare their assessment tasks;
 - d. follow the Unit Coordinator's guidelines and instructions for format and submission of assignments;
 - e. when enrolling in a unit after teaching has commenced, to obtain the relevant information on assessments in the unit from the Unit Coordinator; and
 - f. seek advice if they have a disability or chronic health condition, or acquire one during their course.

31. Students are required to:

- a. inform the Unit Coordinator if they have difficulty submitting their assignment electronically;
- b. keep a hard copy of their assessment material;
- c. notify the Unit Coordinator as soon as possible prior to, or at the beginning of, the semester if they wish to have special requirements accommodated;
- d. undertake all assessment tasks ethically, including avoiding any action or behaviour which would unfairly advantage or disadvantage any student, in accordance with the Student Academic Misconduct Policy; suspected plagiarism (i.e., the use of another author(s)' work as one's own without proper acknowledgement through referencing) will be brought to the attention of the Teaching and Learning Committee. Penalties are in accordance with the Student Academic Misconduct Policy. Students should be aware that plagiarism detection software is used for all electronically submitted work.

Related Documents

- Health Education and Training Institute Higher Education Student Academic Misconduct Policy
- Health Education and Training Institute Higher Education Award Courses and Units Approval Policy
- Health Education and Training Institute Higher Education Graduate Attributes Policy
- Health Education and Training Institute Higher Education Graduation Policy
- Health Education and Training Institute Higher Education Review of Grade Policy
- Health Education and Training Institute Higher Education Special Consideration Policy
- Health Education and Training Institute Higher Education Teaching and Learning Plan
- HETI Records Management Policy
- NSW Health Privacy Management Plan PD2015_036

Acknowledgement:

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IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	Not commenced	Partial compliance	Full compliance
1.			
	Notes:		
2.			
	Notes: Relevant Director		
3.			
	Notes: TRIM reference number -		
4.			
	Notes:		
5.			
6.			
	Notes:		

Attachment 1

RISK ASSESSMENT

<Document Title>

1.	Policy/Process being assessed	Notes
	Document Number	
	Publication date	
	Scheduled review date	
	Date of this risk assessment	
	Name & position of assessing officer	
2.	Summary of policy purpose (from PD Cover Page)	
3.	Agency (HETI) key roles & responsibilities as per PD	
4.	Risk Assessment	
4.1	Identification of risks – what might happen & how?	
	1.	
	2.	
4.2	Analysis of risks – combined estimate of the consequence & likelihood of the risk, using NSW Health Risk Matrix (attached)	
	<ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : 	
4.3	Evaluation of risks – comparison of the level of risk as determined against a predetermined criteria to determine whether a level of risk is acceptable or needs to be treated. Risk level assessed after implementing treatment: <ul style="list-style-type: none"> • Consequence: • Likelihood: • Risk rating : Evaluation –	

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	