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.
Keywords	Standards-based assessment, quality of teaching, assessment tasks, assessment criteria, assessment methods, assessment requirements, valid assessment, moderation
Authoring Portfolio	Mental Health
Contact	Director
Consultation	as per Document History
Applies to	Higher Education
Distribution	Higher Education
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
Review date	
Risk Assessment	As per Attachment 1 to this document

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

This policy outlines the principles and procedures for all forms of assessment in higher education at Health Education and Training Institute (HETI) Higher Education. HETI Higher Education uses a criteria and standards-based approach to student assessment which requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task.

Aims and Objectives

1.   This policy provides the framework for student assessment at HETI Higher Education.

2.   This policy applies to all assessments at HETI Higher Education except as noted in Clause 3.

3.   This policy does not apply to Professional Development (PD) and Formal Education Course (FEC) students except as outlined in the Advanced Standing Policy.

Overview

4.   The Assessment Policy is closely aligned with HETI Higher Education's Quality and Assurance Framework, which provides an overarching approach to curriculum design, delivery and support. The Framework identifies key principles against which HETI 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.

Principles

5.   At HETI Higher Education, assessment tasks are aligned with the appropriate AQF level for the course.

6.   At HETI Higher Education, assessment is based on established criteria and standards, not ranking, and:

a. aligns with learning outcomes which reflect course and unit learning outcomes and relevant graduate attributes

b. guides and encourages effective student learning through constructive feedback based on established criteria and standard

c. fairly, validly and reliably measures student performance of intended learning outcomes

d. defines and maintains academic standards

e. Provides performance standards to students in Unit Learning Guides (ULGS) and the Learning Management System (LMS).

f. At HETI Higher Education, assessment tasks are fair, equitable, conducted ethically and do not disadvantage any student.

7. At HETI Higher Education, in each unit, students are provided with opportunities to demonstrate intended learning outcomes through a variety of types of assessment tasks

8. HETI Higher Education is committed to maintaining high standards of academic integrity by ensuring that assessment tasks are monitored to detect and eliminate all forms of academic misconduct. The HETI Higher Education Student Academic Misconduct Policy and Procedures http://www.heti.edu.au/policies-and-procedures provides detailed information concerning HETI Higher Education's approach to academic integrity.

9. The number and nature of assessment tasks will be consistent with the Unit Learning Guide approved through the Award Courses and Units Approval Policy http://www.heti.edu.au/policies-and-procedures and variations will only be permitted to the extent that they are consistent with this policy.

10. Assessment may also be varied on the basis of the principle of Reasonable Adjustment (see Definitions Clause 12g).

11. HETI Higher Education expects students to regularly and actively participate in scheduled educational activities, including but not limited to lectures, tutorials and online discussions. For assessment purposes no marks in any unit may be awarded purely for attendance or general class participation.

Definitions

12. For the purpose of this policy, the following definitions apply:

a. Assessment Tasks: activities completed by students, either individually or in groups, for the purpose of determining student progress and/or performance. Assessment

tasks include, but are not limited to, essays, tests, projects, presentations, and forum posts. Assessment tasks may be used for two purposes:

    i.   Summative: tasks which provide the numerical and graded results concerning levels of a student's achievement of the intended learning outcomes of a course and unit of study

    ii.   Formative: tasks which provide feedback on progress and/or identification of areas that need further development but may not contribute to a student's overall mark or grade for the unit. Formative tasks may include self-and/or peer assessment

An assessment task can be used for both formative and summative purposes.

b.   Criteria: specific performance attributes or characteristics that the assessor identifies as essential components of a successful student's response to an assessment task.

c.   Fair assessment: assessment that is commensurate with the students' level of progression through their course, has transparent processes (i.e. marked according to articulated criteria and standards) and provides timely and constructive feedback

d.   Feedback: response to assessment by a marker that provides analysis of the extent to which it achieves learning outcomes and provides advice as to how to improve performance

e.   Marking Rubric: a table setting out and distinguishing between the standards at each level of student achievement

f.   Moderation: a quality review and assurance process. It involves regulating the marking of individual markers to achieve consistency in the application of unit outcomes, performance standards and marking criteria

g.   Reasonable Adjustment: re-design or amendment of assessment procedures or materials to enable their application with students who have specific needs or disabilities

h.   Standards: statements in a marking rubric describing the levels of quality of student performance of each criteria in an assessment task

i.   Valid assessment: the explicit and clear alignment between intended learning course and unit learning outcomes and the assessment methods used to measure student achievement of those outcomes.

Procedures

Design of Assessment Tasks

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 this policy and the documentation approved through the Courses and Unit Approvals process.

14.   Normally there will be at least two assessment tasks 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%).

15.   Determining the amount of assessment given should rely on a balance between effective measurement and effective learning; assessments should be comprehensive enough to measure achievement, but not so excessive as to detract from learning.

16.   It is expected that for a 10 credit point postgraduate unit at HETI Higher Education, assessment tasks in each unit will not exceed the equivalent of 5000 words.

17.   Each unit will have:

   a.   unit learning outcomes that support the relevant course learning outcomes, and have been informed by HETI 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)
   c.   a detailed description of the nature and requirements of assessment tasks
   d.   standards developed by applying professional judgements about expected levels of student performance in relation to assessment criteria. Standards will be benchmarked against acceptable levels of performance within HETI Higher Education, discipline and/or the profession
   e.   clear criteria and standards of performance in marking rubrics developed for each assessment task, based on criteria published in the Unit Learning Guide. These criteria and standards will be described in marking rubrics so that students are informed about the level of performance required for each assessment task.
   f.   clear guidelines and instructions for format and submission of assessment tasks

18. When designing the assessment schedule for the unit, consideration must be given to balancing the appropriate percentage weighting to be assigned to each assessment task and its length. HETI Higher Education has determined that assessment must observe the following requirements:

   a. A single assessment task must not be weighted more than 65% in the final mark for any student
   b. A written task worth 30% must be allocated a word length of no more than 1500 words
   c. A written task worth 40% must be allocated a word length of no more than 2000 words
   d. A written task worth 50% must be allocated a word length of no more than 2500 words
   e. An oral performance task worth 30% is the equivalent of 1500 words in a written task and must be allocated a time length of no more than 20 minutes
   f. An oral performance task worth 40% is the equivalent of 2000 words in a written task and must be allocated a time length of no more than 30 minutes

Assessment of Group Work

19. HETI Higher Education encourages the use and assessment of group tasks in accordance with its Graduate Attributes a and b which emphasise the importance of being able to work collaboratively in the health industry.

20. Assessment may target group processes and skills, or the product of group work, or both, depending on unit learning outcomes. The ability to perform effectively in group work tasks should only be assessed where there is a unit learning outcome that requires students to demonstrate capacity to work collaboratively in groups.

21. Group assessment tasks must be structured in such a way that all members of the group are required to participate as equally as possible.

22. Group work assessment tasks may not exceed 30% of the total assessment in the unit. Variations to this limit require the approval of the Framework Coordinator.

23. Staff shall monitor groups to ensure that:

   a. the group's progress is satisfactory
   b. group members are collaborating effectively and fairly

24.   Where there is documented evidence through the monitoring process specified above of a member of a group failing to participate in the activities required to fulfil the assessment task, the student may be awarded an adjusted or fail grade for the task.

Criteria to Achieve a Passing Grade

25.   In order to achieve a passing grade in HETI Higher Education units, students must:

   a. Submit all assessment tasks
   b. Achieve a total mark of 50% or more for the unit

Moderation

26.   All assessments with a summative component will be subject to moderation.

27.   Moderation consists of the assessment and comparison of results of a sample of assessment tasks by at least two assessors.

28.   Moderation for each assessment occurs

   a. before the marking of all assessments commences to ensure a consistent application of criteria and standards; is applied to all assessment tasks, based on a sample of at least two submitted assessment
   b. after marking to ensure that the criteria and standards have been applied consistently. This must include all Fail and High Distinction grading and may also include:
      i.   spot checking at random
      ii. reviewing borderline results
      iii. submitted assessments that the marker finds difficult to assess accurately

29.   In cases where a consensus concerning consistency of marking standards proves difficult to achieve, the Unit Coordinator must advise the Framework Coordinator of any significant problems associated with the marking of the assessment.

30.   In cases where a consensus concerning consistency of marking standards cannot be achieved, the Unit Coordinator must consult the Framework Coordinator or their nominee for in order to arrive at a resolution.

31. The moderation process results in a consensus concerning the standards applied to all assessment tasks. Resolution of discrepancies in marking of individual tasks should not be simply a matter of averaging the two results but rather arriving at an agreed mark based on consultation.

32. The results of moderation are recorded in the Moderation Register by the Unit Coordinator.

33. Framework Coordinators monitor the Moderation Register for compliance and the resolution of significant divergence.

34. A report on moderation will be included in the annual Course Report submitted to the Academic Board.

Short-term Extensions and Late Submission of Assessments

35. Students seeking an extension must apply in writing to the Unit Coordinator prior to the due date of the assessment outlining reasons for their application and stipulating the amount of additional time required. Reasons under which an extension may be granted include but are not limited to illness, misadventure, and work demands. Extensions will not be granted after the due date.

36. Procedures required for students seeking extensions beyond one week, the procedures required are outlined in the HETI Higher Education Special Consideration Policy http://www.heti.edu.au/policies-and-procedures.

37. If the Unit Coordinator does not agree that an extension is justified, the student will be advised that an extension will not be granted.

38. If a student is dissatisfied with the rejection of the application for extension, then normal procedures for handling appeals will be followed as outlined in the HETI Student Grievance Procedure http://www.heti.edu.au/policies-and-procedures.

39. Extensions cannot be granted beyond the week following the last teaching week except where an extension has been approved as a result of an application for special consideration in accordance with the HETI Higher Education Special Consideration Policy http://www.heti.edu.au/policies-and-procedures.

40. Except where an extension has been approved, 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 of submission will be penalised by 5% per day up to 14 days. For example, a student who submits an assessment two days late and which is graded as 65%, is penalised 10% and awarded a mark of 55% for this particular task.

b. Assessment tasks submitted late without an extension or special consideration condition will not be marked after 14 days.

c. Assessments that are not received (i.e. within two weeks) following the due date will be assigned a Fail grade for the assessment. In accordance with the criteria for achieving a passing grade that require the submission of all assessment tasks (see Section, Clause 25a of this policy), the student will be awarded a Fail Incomplete or Fail Non Attempt grade (see clause Administrative Grades – Table 2). If the student wishes to complete the unit they will be required to re-enrol in the unit and pay fees.

d. When an extension or special consideration date has not been met, the above penalties apply.

Marking of Assessment Tasks and Awarding Final Grades

41. Students will be advised in the Unit Learning Guide how all marks and grades for both assessment tasks and final grades for the unit are to be determined.

42. Notwithstanding Clause 30, HETI Higher Education reserves the right to review and moderate the distribution of assessment tasks and final grades under circumstances where there is evidence of anomalies in the marking of assessment tasks and the calculation of final grades. The HETI Higher Education Academic Board delegates these responsibilities to the Examiners Committee. In such cases, students originally awarded a passing grade cannot have their marks adjusted or scaled in such a way that they fall below 50% of the marks available for the unit.

43. Normally a student will receive a mark in relation to how well they have performed against the assessment criteria and standards for assessment tasks and a final mark and grade based on the combination of results for all the assessment tasks based on the grading system in Table 1 below.

44. For all grades in Table 1, a mark and grade for an assessment task and for the combination of results for all the assessment tasks in a unit will be determined on the scale of 0 to 100%.

Table 1 – Grades for Individual assessment tasks and Final Grades for Units:

Grade	Description	Percentage
High Distinction	Sustained high-level of achievement in completing all components of the task and outcomes of the unit.	85-100 [H]
Distinction	Predominantly high-level of achievement in completing all components of the task and outcomes of the unit.	75-84 [D]
Credit	Sound achievement, with some high-quality performance, in completing all components of the task and outcomes of the unit.	65-74 [C]
Pass	Sound achievement in completing all components of the task and outcomes of the unit.	50-64 [P]
Fail	Inadequate and/or inaccurate performance in completing all components of the task and outcomes of the unit.	0-49 [F]

Other grade classifications that may be awarded as final grades to students are included in Table 2.

Table 2 – Administrative Grades

Grade	Description
Fail Incomplete (FI)	Student has failed to complete one or more of the mandatory assessment requirements for the unit but either has not officially withdrawn from the unit or has done so after the census date without providing evidence of misadventure.
Fail Non-Attempt (FNA)	Student has failed to complete any of the mandatory assessment requirements for the unit.
Withdrawn Before Census Date (WBA)	Student submits documentation to withdraw from the unit(s) before or on Census Date (without academic penalty)
Withdrawn After Census Date (without academic penalty)	Student withdraws from the unit after the relevant census date due to providing appropriate evidence for extenuating circumstance or misadventure.
Deferral (DEF)	Student submits documentation to defer enrolment after census date is covered by approved special consideration without academic penalty
Deferral Before Census Date (DFC)	Student submits documentation before census date without academic penalty
Incomplete (I)	Results pending.
Academic Credit – Specified (AS)	Academic credit for specified units
Academic Credit – Unspecified (AU)	Academic credit for unspecified units

Return of Marked assessment tasks

45. HETI Higher Education expects that academic staff will normally return marked assessment tasks with feedback to students no more than four weeks from the date received at HETI Higher Education.

Re-marking an Assessment Task

46. HETI Higher Education permits a student to apply to the Unit Coordinator for the task to be re-marked because the original marking was considered unfair or inconsistent with the application of the marking rubric. This application must be made no later than one week after the marked assessment task has been made available to the student.

47. If the Unit Coordinator agrees that there is a reasonable case for a re-mark, the Unit Coordinator will arrange for the re-marking of the unmarked originally submitted task to be conducted by an academic with appropriate levels of expertise and experience. Only a single re-mark will be permitted, and the result of the re-mark will be recorded as the final mark for that assessment task, irrespective of its position relative to the original marks.

48. If 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.

49. If a student remains dissatisfied with the outcome, then normal procedures for handling appeals will be followed as outlined in the HETI Student Grievance Procedure.

Appeals and Review of Final Grades

50. A student may appeal against the grade awarded to an individual assessment task in accordance with the provisions of the HETI Higher Education Student Grievance Procedure.

51. A student may appeal against the final grade awarded at the end of the unit in accordance with the provisions for review of final grades in the HETI Higher Education Review of a Grade Policy http://www.heti.edu.au/policies-and-procedures.

Matters Affecting Assessment - Special Consideration

52. HETI 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 HETI Higher Education Special Consideration Policy http://www.heti.edu.au/policies-and-procedures.

Roles and Responsibilities

Director Education and Training

53.   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 HETI Higher Education policies

   b.   correct and timely processes are followed by all Staff

   c.   quality processes are implemented to:
      i.   ensure timely and constructive feedback on assessment tasks
      ii. 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 course basis

   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, at least one assessment task will be administered within the first half of the semester

Unit Coordinators and Academic Staff

54.   Academic staff carry out their teaching responsibilities under the authority of the Director Education and Training.

55.   Unit Coordinators are responsible for:

   a.   providing students with a unit learning guide in accordance with HETI Higher Education Unit Learning Guides Policy http://www.heti.edu.au/policies-and-procedure

   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

    d.   providing clear guidelines and instructions for the submission of assessment task

    e.   ensuring that any academic integration plans are taken account of in the assessment processes

    f.   Be familiar with relevant policy and procedures

56.   In developing and marking assessment tasks, Unit Coordinators are to:

    a.   ensure assessment methods are valid for the relevant field of education

    b.   assess the performance of students' work fairly, objectively and consistently against the criteria and standards

57.   In providing feedback to students, Unit Coordinators and academic staff are required to:

    a.   ensure that feedback is timely and:
        i.   justifies the mark given against the stated assessment criteria and standards
        ii.   identifies what could have been done to achieve a higher mark

    b.   make provisions for consultations with 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.   follow HETI Records Management Policy and Procedures to ensure adequate records of marks and any relevant comments on individual student assessment tasks

    d.   maintain the public sector principles for privacy in relation to students (refer to the section Information Protection Principles, as at https://www.ipc.nsw.gov.au/information-protection-principles-public

    e.   ensure actions taken in instances of suspected student cheating, collusion and/or plagiarism are consistent with HETI Higher Education Student Academic Misconduct Policy available at http://www.heti.edu.au/policies-and-procedures

Students

58.   Students have a responsibility to:

    a.   familiarise themselves with HETI 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 assessments 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 HETI Higher Education to help them prepare their assessment tasks

d. follow the Unit Coordinator's guidelines and instructions for format and submission of assessments

e. obtain the relevant information on assessments in the unit from the Unit Coordinator when enrolling in a unit after teaching has commenced

f. seek advice if they have a disability or chronic health condition, or acquire one during their studies

59. Students are required to:

a. ensure that all assessments are free of any information that may potentially identify individuals, consistent with information in the Unit Learning Guide

b. inform the Education Support Officer if they have difficulty submitting their assignment electronically

c. keep a copy of their original assessment material and associated Turnitin Report where relevant until two weeks after notification of unit results

d. 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

e. 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

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

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 HETI 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
v1.0	22 August 2018	Final	Valerie Rhodes	Updated logos, template and new TRIM Reference
v1.1	22 September 2018	Draft	David Baxter	Policy review
v1.3	October 2018	Draft	Silke O'Callaghan David Baxter	Incorporated feedback from policy review, restructure, strengthening clauses and inclusion of references to Professional Development (PD)
v1.3	22 October 2018	Draft	Silke O'Callaghan	Endorsed by the Higher Education Academic Board
v1.3	21 November 2018	Draft	Rhonda Loftus	Approved by Higher Education Governing Council
v2.0	28 November 2018	Final	Jana Chadid	Updated Logos, Published version

IMPLEMENTATION CHECKLIST – COMPLIANCE SELF ASSESSMENT

Assessed by:	Date of Assessment:		
IMPLEMENTATION REQUIREMENTS	**Not commenced**	**Partial compliance**	**Full compliance**
1. Presentation of key changes and messages was provided to all key stakeholders			
	Notes: Training session was conducted Jan/Feb 2019		
2. Quizzes were conducted to assess all key stakeholders knowledge and application to practice of the updated policy clauses			
	Notes: Relevant Director conducted and assessed the quiz Jan/Feb 2019		
3. Reflection/evaluation; Training session to assess progress of implementation			
	Notes: Session planned for June/July 2019		
4.			
	Notes:		
5.			
6.			
	Notes:		

RISK ASSSESSMENT

<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)		
	• 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: • Consequence: • Likelihood: • Risk rating : Evaluation –		

Risk Assessment Approval

Name & position of approving T2 Officer:	
Date:	