



Student Assessment Policy: Education and Counselling

Title: Student Assessment Policy: Education and Counselling
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Policy overview

All current and prospective students of MC are entitled to:

- a) Be aware of the assessment criteria and grade classifications that will be used for assignments, examinations and field work while they are associated with the institution; and
- b) Be aware of the processes of review for their own grades while they are associated with the institution.

Policy purpose

The purpose of this policy is to outline:

- a) Assessment purposes and responsibilities
- b) Special assessments
- c) Grade classifications for awards and
- d) Moderation of grades

Assessment purpose and responsibilities

Assessment of students' work is an essential part of the learning and teaching process.

Appropriate assessment tasks:

- Demonstrate a scholarly approach by both staff and students.
- Promote active student engagement in learning, reinforcing and rewarding their learning.
- Recognise and value student diversity.
- Require timely feedback that has value for improving student learning.
- Produce grades and reports that are valid, reliable and accurate.

- Meet the expectations and satisfy the standards of stakeholders and accrediting authorities.
- Be subject to external moderation and peer review.
- Be the focus of quality assurance and continuous improvement.

Responsibilities

Those with responsibilities for the conduct and outcomes of assessment include students, Lecturers, Deans, the Registrar and the MC Academic Board.

Code of Practice

1. Deans

The Heads of School are responsible to ensure:

- Assessment information, resources and procedures are available to students and staff.
- Lecturers and students are informed about the rules for progression in the courses.
- Assessment tasks are aligned with course and unit learning outcomes..
- Assessment procedures are adhered to.
- Assessment standards are benchmarked against those of peer providers
- A range of assessment tasks are included in each course.
- Students receive constructive and timely feedback about their assessment tasks.
- Grading criteria and standards are applied accurately, fairly and consistently.
- A consistent approach is adopted to instructing students about academic integrity and managing instances of academic misconduct.

2. Lecturers

Lecturers are responsible to:

- Be familiar with the requirements for good practice in assessment.
- Ensure that assessment practices are aligned with unit learning outcomes.
 - Communicate assessment expectations clearly in the first class session, and be available to discuss students' concerns about assessment.
 - Ensure students are familiar with the requirements for academic integrity in the discipline.
 - Set the first submission deadline early in the semester to gain information about possible learning challenges for some students.
 - Give timely and constructive feedback on work submitted.
 - Keep confidential records of student achievement and any intervention strategies during the semester.
 - Cooperate with the Head of School in the investigation of any grievance raised by one of their students.

3. **Students**

Students have a responsibility to:

- Be informed about the rules for progression in their course.
- Abide by the College's assessment policy and procedure.
- Behave ethically and responsibly in their conduct of assessment tasks.
- Be aware that the primary objective of assessment is to aid learning rather than merely the achievement of grades.
- Submit work on time, ensuring it is their own work except when shared ownership is part of the task.
- Notify the lecturer as soon as possible if difficulties arise with timing, resources, or understanding studies or tasks.
- Use assessment to engage in self-evaluation in terms of course progression and achieving learning goals.
- Be aware of the academic grievance procedure.

4. **Registrar**

The Registrar will ensure:

- The accuracy of results presented to the MC Academic Board for approval.
- The accuracy and security of student academic records.

Special assessment

A student who, for unavoidable reasons, is either prevented from completing course unit requirements, or is otherwise seriously disadvantaged, may have the assessment regarded as incomplete by MC and be granted permission to complete the outstanding requirements or to attempt a special assessment in the course unit concerned.

Applications for special assessment must be made in writing, must state the reasons for the application and must be submitted as soon as possible and no later than seven days after the final assessment date for the particular course unit. Acceptable documentary or other corroborative evidence may be required.

Where permission to complete outstanding work or to undertake special assessment is granted, the student shall be eligible for the full range of grades prescribed for the original assessment.

Where a student's assessment has been determined as being incomplete, it shall be finalised prior to the commencement of the succeeding semester or year except where MC has approved an extension.

Where a student is granted a conceded pass, only one such pass may be credited towards the award of a degree or diploma.

A student who is determined by MC to have abandoned the course shall be deemed to have withdrawn from the course and shall be dealt with in accordance with the rules that govern withdrawal.

Grade classifications

Student performance will be graded in the following manner:

Grades

HD	High Distinction	85% - 100%
D	Distinction	75% - 84%
Cr	Credit	65% - 74%
P	Pass	50% - 64%*
F	Fail	< 50%
FW	Fail (late withdrawal)	

Status Notations

W	=	Withdrawal without penalty
AD	=	Audited
DE	=	Deferred
I	=	Incomplete
AS	=	Advanced Standing

Moderation of Grades

The Morling College Academic Board reviews all results each semester, from time to time, in the interests of justice and fairness with reference to academic standards, it may be necessary for the MC Academic Board to moderate the grades of students in a particular unit. This will be with reference to the written moderation report supplied by the respective Head of School.

This may occur, for example, where the grades awarded by a lecturer in a given unit are deemed to be either too high or too low on average relative to:

- a) the marks awarded by the same or other lecturers in the same unit in previous years, and/or
- b) the marks awarded by the same or other lecturers in other units in the current or previous years, and/or
- c) accepted standards of marking and grade distribution in other tertiary institutions.

All results in each unit are subject to a moderation process. Moderation of grades will only be used in exceptional circumstances where clear discrepancies in grades with respect to (a) to (c) above exist.

References and Related Documents

Moderation Policy: Education and Counselling

The formation of this policy has been assisted by reference to Macquarie University's Assessment policy.