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|  | <h1>Assessment Rules</h1> |  |
|   | Version: 4.00             | Approved: CDU Council<br>Date: 25 May 2009 |
|   | Administered: Governance  | Next Review: May 2012                      |

**Declaration:**

All student assessment shall be conducted in a fair and impartial manner.

**Objective(s):**

- (1) To ensure that all processes for student assessment are transparent, accountable, flexible, fair and maintains consistent academic standards.
- (2) To provide for University-wide consistency in the determination, recording and interpretation of assessment results for all assessed units.
- (3) To establish a system of monitoring (individually and collectively) the academic performance and progress of enrolled students in each course.
- (4) To ensure that each assessment task is designed to fulfil the outcomes and objectives of the unit to which it relates.

**Definitions:**

**Assessment** is the process of collecting evidence and making judgements as to how well students have achieved the intended learning outcomes.

**Assignments** are components of assessment that are normally submitted from work conducted during the semester. Assignments can be formative or summative and can take many forms (essays, short answer questions, computer programs, etc).

**Authentic assessment** provides students with the opportunity to engage with real-world assessment tasks that are relevant and meaningful, especially in professional context associated with the subject or discipline.

**Criterion-referenced assessment** (also referred to as criterion based assessment) involves the assessment of student performance against pre-determined criteria. At the Charles Darwin University, these criteria are related to the approved learning outcomes of the unit of study.

**Competence** refers to the specification of the knowledge and skills and the application of that knowledge and skills within an occupation or industry level to a standard required in employment.

**Examination** definitions are provided in the Examination Rules as published in the University Calendar and on the University Web site.

**Feedback** in the context of assessment is information returned to students on their progress towards Unit/Course outcomes. The information can be quantified in the form of marks or grades for assessment tasks, and/or in qualitative form such as comments, model answers, suggestions for reading etc.

**Formative assessment** is assessment that is designed to give students feedback on their progress towards the development of knowledge, understanding, skills and attitudes in a unit, and does not contribute to the final grade or mark in the unit.

**Grade** (for example Pass, Credit, Distinction etc) is a symbol that indicates the level of student performance in a unit against specified standards. Grades are awarded for the purposes of summative assessment, to enable the University to provide a final statement for the student and the outside community of the student's achievement of the learning outcomes in that unit.

**Learning outcomes** of a unit describe the knowledge, skills and attitudes that students are expected to be able to demonstrate on completion of the unit.

**Special consideration** is a process to help students minimise the impact of certain adverse and unforeseen circumstances on their progression and performance in units of study. In some circumstances the application of special consideration will be limited to the remedy of withdrawal without academic penalty. It is not possible for special consideration to compensate for every consequence of misadventure or illness on attendance and participation in a unit.

**Summative assessment** indicates students' attainment following a sustained period of learning. This type of assessment generally aggregates information from a number of sources, including results from formal written tests. These tests should reflect instructional and/or curriculum emphases. The relative weighting of the components to be aggregated is an important issue.

**Unit** is interchangeable with module/subject/units of competency – within each unit of competency there will be a number of elements of competency.

**Unit outline** is an official document that describes:

- (a) the nature of the unit;
- (b) the learning outcomes of the unit;
- (c) how the unit is delivered and assessed;
- (d) the specific requirements students have to meet in order to complete the unit successfully;
- (e) relative information on University policies/procedures/rules;
- (f) information specific to the unit;
- (g) resources required.

## **1 Assessment**

- 1.1 Assessment shall be conducted in accordance with the Principles of Assessment (Attachment).
- 1.2 Detailed information on assessment requirements for a unit shall be set out in the unit outline (see separate unit outline procedures).
- 1.3 The pattern of assessment shall be determined and monitored by the Faculty Board.
- 1.4 Assessments shall recognise competencies and achievements; maintain standards and support professional recognition.

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1.5 Any variation of assessment during the period of teaching of that unit must only be made with the approval of a majority of those undertaking the unit and must also be communicated to the candidate in writing by the Faculty.

## 2. Grades

2.1 The results achieved by a candidate in each unit shall be graded in accordance with the following tables.

2.1.1 Units assessed under Competency Based Assessment Criteria must be graded utilising the Competency Based Assessment table.

### 2.1.2 **2.2 Higher Education Assessment Grades**

| Notation  | Grade & Explanation  | Percentage   |
|-----------|--|--------------|
| <b>HD</b> | <b>High Distinction</b><br>Demonstrates imagination, originality or flair, based on proficiency in all learning objectives of the unit; work is interesting or surprisingly exciting, challenging, well read or scholarly.   | 85% and over |
| <b>D</b>  | <b>Distinction</b><br>Demonstrates awareness and understanding of deeper and less obvious aspects of the unit, such as ability to identify and debate critical issues or problems, ability to solve non-routine problems, ability to adapt and apply ideas to new situations, and ability to evaluate new ideas. | 75% - 84%    |
| <b>C</b>  | <b>Credit</b><br>Demonstrates ability to use and apply fundamental concepts and skills of the unit, going beyond mere replication of content knowledge or skill to show understanding of key ideas, awareness of their relevance, some use of analytical skills, and some originality or insight.                | 60% - 74%    |
| <b>P</b>  | <b>Pass</b><br>Satisfies all of the basic learning requirements of the unit, such as knowledge of fundamental concepts and performance of basic skills; demonstrates satisfactory, adequate, competent, or capable achievement of the objectives of the unit.  | 50% - 59%    |
| <b>F</b>  | <b>Fail</b><br>Fails to satisfy the requirements of the unit.  | Below 50%    |
| <b>PU</b> | <b>Pass (Ungraded)</b><br>Indicates that the Unit is assessed only on a basis of pass or fail and that the student's work has achieved a pass level.   |              |

| Notation  | Grade & Explanation  |
|-----------|--|
| <b>PC</b> | <b>Pass Conceded</b><br><b>A PC is deemed to satisfy prerequisites for higher-level units</b><br>A PC is the "only" passing grade that can be awarded following successful completion of a Supplementary Examination (SE). |

|           |  |
|-----------|--|
|           | <p>Used in lieu of a composite mark normally in the range 45 – 49.</p> <p>The grade of PC is generally not awarded in any postgraduate course work or research award programs.</p> <p>This grade is used when a student falls short of satisfying all basic requirements for a Pass but can be granted concession for the deficiencies through:</p> <ul style="list-style-type: none"> <li>● Being close to satisfactory overall; or</li> <li>● Having compensating strengths in some aspects of the unit; or</li> <li>● Having compensating strengths in other units; or</li> <li>● Other evidence of achievement in relation to the objectives of the course.</li> </ul>   |
| <b>PA</b> | <p><b>Professional Assessment</b></p> <p>A result given for students who have enrolled in a Higher Education Unit and have been assessed as meeting the requirements of the unit on the basis of their Professional Background.</p> <p>The PA grade has the same value as PU when determining University and Chancellor's Medal eligibility and does not count towards the GPA for the course.</p>   |
| <b>PO</b> | <p><b>Practicum Ongoing</b></p> <p>Indicates an administrative grade issued to a student who has commenced, but not completed a practicum or placement unit. The grade is applicable for two (2) admission periods. If at the end of this time a grade has not been provided by the faculty the PO grade will automatically convert to a Fail (F) grade unless the Dean / Director IAS approves in writing an extension of the PO grade.</p>   |
| <b>AC</b> | <p><b>Assessment Continues</b></p> <p>Indicates that the student has received a written extension by the Dean of the relevant faculty for a period of up to three (3) months from the end of the semester (teaching period) to submit outstanding assessment items towards the final grade for the unit.</p> <p>Extensions requested by students can only be approved if circumstances prevail indicating student disadvantage: eg:</p> <ul style="list-style-type: none"> <li>● the student is suffering from an illness that prevents him/her from completing the unit within the timeline as stated in the unit outline;</li> <li>● the student has received print-based materials more than 2 weeks after the commencement date for the unit;</li> <li>● personal circumstances based on written evidence by a counsellor, or medical practitioner;</li> <li>● Work-related circumstance based on written evidence by his/her employer.</li> <li>● Delays with the completion of assessment caused by external factors.</li> </ul> <p>Unit lecturers may make a request on behalf of the student for a 3 month extension at the relevant School Examiners Board meeting to the Head of School for final approval by the Dean at the Faculty Examiners Board meeting. A final list of AC grades is submitted by the faculty to Student Services prior to the final release of grades.</p> <p>If the outstanding work is not completed by that time, or if no assessable work has been submitted by the student by the end of semester (teaching period), the result of F will be awarded. Students are required to re-enrol in the unit, should they wish to complete the unit attempt.</p> |

## 2.3 Competency Based Assessment Grades

| NOTATION   | GRADE AND EXPLANATION   |
|------------|---|
|            |   |
|            |   |
|            |   |
| <b>CA</b>  | <p><b>Competency Achieved</b></p> <p>The person being assessed has demonstrated competence against all requirements detailed in the unit of competency.</p>   |
| <b>NYC</b> | <p><b>Not Yet Competent</b></p> <p>The person being assessed has not yet demonstrated competence against one or more of the requirements detailed in the unit of competency/module. The person must have attempted or have been provided the opportunity to complete ALL of the assessment tasks for the unit to be deemed Not Yet Competent.</p>   |
| <b>CE</b>  | <p><b>Continuing Enrolment</b></p> <p>CE is not a final grade. It is an administrative grade used in lieu of a competency grade when it is not appropriate to provide a final grade. There must be evidence of participation in the current academic year.</p> <p>CE grade must be converted a final grade when the "Activity End Date" for the unit occurs. This normally corresponds with the end date of the teaching period., . Where the end date is extended past 30 December of the current academic year, a CE grade can be carried into the next year, but must be resulted by the activity end date.</p>  |
| <b>OWA</b> | <p><b>Ongoing Workplace Assessment</b></p> <p>OWA is not a final grade. It is an administrative grade used in lieu of a competency grade to identify students who have completed the off the job requirements of a unit of competency but have yet to complete the on the job requirements. There <b>must</b> be evidence of participation in the current academic year.</p> <p>OWA grade must be converted to a final grade when the "activity end date" for the unit occurs. This normally corresponds with the end date of the teaching period. Where the end date is extended past 30 December of the current academic year, a OWA grade can be carried into the next year, but must be resulted by the activity end date</p> |
| <b>NS</b>  | <p><b>Never Started</b></p> <p>The student did not validly participate in the unit of competency and did not formally withdraw. Used for VET only.</p>  |
| <b>IP</b>  | <p><b>Insufficient Participation</b></p> <p>This indicates that a person has not participated sufficiently to attempt all assessment requirements for the unit. No formal withdrawal has taken place.</p> <p>There must be evidence of at least one valid participation. Valid participation occurs when a person is engaged with the learning process specifically related to the elements and performance criteria detailed in the unit of competency. Evidence of participation needs to be provided.</p>  |

## 2.4 Additional Administrative Grades available for use

| NOTATION    | GRADE AND EXPLANATION   |
|-------------|---|
| <b>SPEC</b> | <p><b>Special Examination Approved</b></p> <p>Indicates that a special examination has been approved. The result of SPEC is appropriate where a special examination has been approved but not yet undertaken. If no results are produced within 6 months of the SPEC grade being notified to the student the result of F must be awarded.</p>   |
| <b>SE</b>   | <p><b>Supplementary Examination</b></p> <p>Is an administrative result given where, having attempted the formal examination in a unit, the student is required to complete further assessable work, which is also in the form of a formal examination. The offer of a Supplementary Examination will only be offered to a student whose total mark in the unit's final examination is equal to or greater than 40% unless such action would be contrary to the relevant common or specific course rules. If the student does not sit the Supplementary Examination then the SE must be converted to an 'F' Grade.</p> <p>Having completed a Supplementary Examination this result cannot be subsequently converted to a grade higher than PC.</p> |
| <b>NE</b>   | <p><b>Not Examinable – Research</b></p> <p>Is an administrative grade and indicates that a person has commenced a research unit and is eligible to continue.</p>  |
| <b>NA</b>   | <p><b>Not Available</b></p> <p>Is an administrative grade only and will be issued by Student Services when results for a unit are not available. The use of NA will enable a student to re-enrol in a unit previously undertaken, but where no grade has been issued by the unit lecturer.</p>  |

## 2.5 Advanced Standing Statuses

| NOTATION  | GRADE AND EXPLANATION  |
|-----------|--|
| <b>CT</b> | <p><b>Credit Transfer</b></p> <p>Used to indicate that credit has been given for a specified unit based on successful completion of equivalent units of competency completed previously. That credit for units should only be granted for units completed within the past 5 years, however, should professional practice and personal development been undertaken within the field then this could be extended to 10 years.</p> <p>The unit/units do not need to be completed by the student. Evidence is required.</p> <p>Fees are not applicable. Funding is not applicable.</p> |
| <b>PR</b> | <p><b>Professional Recognition (HE)</b></p> <p>For use under the guidelines approved by the Academic Board for Professional Recognition of Knowledge and Skills acquired outside accredited training providers</p>   |
| <b>RP</b> | <p><b>Recognition of Prior Learning (VET)</b></p> <p>The process where credit can be given towards a course based on skills attained through employment and/or life skills. Current competence needs to be demonstrated. Evidence is required.</p>   |

| NOTATION | GRADE AND EXPLANATION                       |
|----------|---|
|          | Fees are applicable. Funding is applicable. |

## 2.6 Withdrawal Statuses

| NOTATION  | GRADE AND EXPLANATION   |
|-----------|---|
| <b>WF</b> | <p><b>Withdrawn Fail</b></p> <p>A result given where a student has withdrawn from a unit after the census date (for HE) enrolments with academic penalty. (Result of WF only applies to unit enrolments withdrawn prior to the commencement of a formal examination period).</p> <p>This is a Higher Education Grade only.</p>  |
| <b>W</b>  | <p><b>Withdrawn without Penalty</b></p> <p>A result given when a student formally withdraws from a unit:</p> <ul style="list-style-type: none"> <li>• for Higher Education prior to the Census Date;</li> <li>• for VET within 14 days of commencement of the unit and has valid participation in that unit.</li> </ul> <p>Fees are not applicable. Funding is applicable.</p>  |
| <b>WW</b> | <p><b>Withdrawn without Academic Penalty</b></p> <p>For HE</p> <p>A result given where a student has withdrawn from a unit after the census date for enrolments without academic penalty. (Result of WW can only be approved by the Dean or delegate).</p> <p>For VET</p> <p>A result given when a student formally withdraws from a unit <b>after</b> 14 days from the commencement of the unit, and has valid participation in that unit.</p> <p>Fees are applicable. Funding is applicable. Administrative Use only.</p> |
| <b>SW</b> | <p><b>Special Withdrawal</b></p> <p>A result given when a student has not participated in a unit and did formally withdraw. Used for VET only.</p> <p>Fees are not applicable. Funding is not applicable. Administrative use only.</p>  |

### 3. 3. Guidelines for Academic Review of Assessment Outcomes

#### Higher Education

##### 3.1. Establishment of School and Faculty Assessment Review Panels

- 3.1.1. Boards of Examiners are to be replaced by School and Faculty Assessment Panels.
- 3.1.2. Each School in a Faculty and Schools in the Institute of Advanced Study (IAS) with a significant higher undergraduate/postgraduate coursework offering shall establish a School Higher Education Assessment Review Panel.

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3.1.3. By agreement Schools of Faculties and the IAS which have a limited involvement in higher education undergraduate/postgraduate coursework provision can have responsibilities relating to the finalisation of assessment by the Higher Education Assessment Review Panel of another School.

3.1.4. Each Faculty shall establish a Faculty Assessment Panel

3.1.5. By agreement a Faculty Assessment Review Panel can exercise responsibilities relating to Schools of the Institute of Advanced Studies with a significant higher education undergraduate/postgraduate coursework offering.

### **3.2. Membership of School Assessment Review Committees**

3.2.1. Membership of School Higher Education Assessment Review Panels shall be:

- Head of School (Chairperson)
- All School HE academic staff responsible for the final unit assessment of students
- All HE academic staff of other Schools (Faculty or IAS) responsible for the final unit assessment of students in programs which it has been agreed will be the responsibility of the School Review Panel (see 1.3 above)
- An administrative staff member of the School with responsibility for minute taking

### **3.3. Membership of Faculty Review Panels**

3.3.1. Membership of Faculty Assessment Review Panel

- Dean of Faculty
- Heads of all Schools of Faculty
- Teaching and Learning Champion
- Head of School of any IAS School for which it has been agreed the Faculty Assessment Review Panel will exercise responsibility (see 1.6 above)
- An administrative staff member of the Faculty with responsibility for minute taking

### **3.4. Principles guiding Assessment Review Committee operations**

- There should be appropriate attendance at meetings of Review Panels
- Any conflicts of interest for members of Assessment Review Panels must be declared and Panels determine the appropriate action in relation to such conflicts of interest
- Decisions should arise from discussion and engagement of all Review Panel members
- There should be clear recording of decisions and the rationale for making them
- Review Panels should ensure compliance with relevant University rules, policies, procedures and guidelines

## **4. Role and Functions of School Assessment Review Panels**

4.1. Role and Function of School Higher Education Assessment Review Committees will be to:

- Consider the results of assessment recommended by assessors for each unit for which the School has responsibility, including outcomes of assessment moderation and ensuring compliance with relevant University rules, policy, processes and guidelines

- Monitor and review the appropriateness of allocated grades including:
  - the mandatory receipt and consideration* of grade distribution reports from unit assessors for units with at least thirty students (excepting un-graded units) where:
    - the whole range of passing grades (P to HD) is not used; and/or
    - there is a discrepancy in the grade distribution between modes of comparable cohorts within the same subject; and/or
    - the percentage of F and WF grades (out of the total of HD, D, C, P, PC, F and WF grades recommended) exceeds 25% and/or
    - the percentage of HD and D grades (out of the total of HD, D, C, P and PC grades) exceeds 25%
  - grade distribution reports should provide explanations for variations in grade distributions from the above parameters
  - consideration of the allocation of AC and PC grades
  - consideration of trends in grade allocation
- Review the performance of students undertaking units offered by the School
- Where appropriate and using explicit criteria moderate any allocated grades
- Recommend to the Faculty Assessment Panel a final grade for each student enrolled in each unit assigned to the School
- Confirm all SE grades and report to Examinations Officer in Student Services to facilitate timely scheduling of supplementary examinations
- Identify any missing results and make arrangement that results are issued to all students on the final results release date set by the University.
- Monitor and review the effectiveness of assessment practices in units offered by the Schools and make recommendations to the Faculty Assessment Review Panel and the Faculty Teaching and Learning Group on assessment policy, process, rules and guidelines
- Ensure adequate and accurate minutes are kept of meetings to record decisions made and action taken by the Panel and an appropriate report is provided to the Faculty Assessment Committee
- Provide final grades to the University Examinations Coordinator no later than 3 days prior to the date for release of final results

#### 4.2. Role and Functions of Faculty Assessment Review Panels

- Receive and consider the reports and recommendations of School Assessment Panels
- Award a final grade to each student enrolled in each subject in the Faculty (the Dean of Faculty, acting on the advice of the relevant Head of School, has authority to approve late grades, changes to grades which require approval before the next meeting of the Faculty Assessment Committee. Such approvals will then be reported to the next meeting of the Committee for noting)
- Review progress of Faculty students including the identification of students to show cause
- Monitor compliance with relevant University rules, policy, processes and guidelines and review the effectiveness of assessment processes across the Faculty including:
  - Monitoring and reviewing grade distributions
  - Progression rates
  - Retention
  - Completions
- Ensure adequate and accurate minutes are kept of meetings to record decisions made and action taken by the Panel.

### 4.3. Scheduling of Meetings of Assessment Review Panels

- Assessment Review Panels meetings are scheduled to ensure the timely publication of results to students including at the end of all major teaching periods
- HE School Assessment Review Panels meetings are scheduled:
  - no later than 2 days prior to Faculty Assessment Review Panels
  - no later than 7 working days prior to the final grade release date as set by the University

## Vocational Education and Training

### Validation of Assessment

AQTF requires an RTO to validate its assessment strategies by:

- Reviewing, comparing and evaluating the assessment processes, tools, and evidence contributing to judgments made by a range of assessors against the same competency standards at least annually
- Documenting any action taken to improve the quality and consistency of assessment.

One possible approach is for each subject/module/competency/unit/course or group of subjects/modules/competencies/units/course as appropriate, a Panel comprising all teaching staff of that subject/module/competency/unit/course or group of subjects/modules/competencies/units/course (comprising at least two members of staff) meet after assessment to:

- validate assessment strategies by reviewing, comparing and evaluating the assessment processes, tools and evidence contributing to judgements made by a range of assessors against the same competencies/modules;
- monitor competencies achieved and where necessary make recommendations in relation to course delivery and assessment
- ensure the exchange of designated samples of marked tasks for cross marking

### Incorporating Workplace and Regulatory Requirements

- Consult with enterprises or industry to gather information about assessment requirements relevant to workplaces.
- Regulatory or licensing authority requirements that relate to specific units or qualifications must be met.

## 4. Publication of Results

- 4.1 The procedure 'Timeline for issuing student results' must be strictly observed.
- 4.2 Once the faculty has certified the results the Director of Student Services shall release personal results to each candidate in a form and at a time determined by the Director of Student Services. A unit grade or final examination result shall not be conveyed to a candidate, except by the Director of Student Services.
- 4.3 A candidate's final result in any unit shall be released by the Director of Student Services solely in terms of section 2.

## 5. Assessment Review and Appeals

- 5.1 The University recognises the right of students to seek a review of, and to appeal against, their final result, or any other component of the total assessment in a unit.
- 5.2 Access to non-returnable assessment items, including examination papers.

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- 5.2.1 Students are permitted to inspect non-returnable assessment items, including examination papers, up to four months after the completion of the assessment in the unit.
- 5.2.2 Such inspections of non-returnable assessment items must be undertaken with the supervision of university staff.
- 5.2.3 The University cannot charge fees for inspections, other than the cost recovery associated with the reproduction of any relevant documents requested by the student.
- 5.3 Review of results.
- 5.3.1 Students who have a concern about their overall result in a unit should first raise the concern with the Lecturer or Course Co-ordinator. The work should be re-examined and the student informed of the reason for the relevant decision.
- 5.4 Appeals Against Results.
- 5.4.1 Should the student still believe the result in the unit is inappropriate they may submit a formal appeal of result to the Dean.
- 5.4.2 The appeal must be submitted to the Dean within 21 working days of the formal notification of results. The Director of Student Services has the authority to extend the deadline for the submission of an appeal if they believe there have been delays regarding the review of results by the Lecturer or Course Co-ordinator, or if there have been other exceptional circumstances.
- 5.4.3 The appeal must be in writing. The reason why the result is considered inappropriate must be clearly stated and any other relevant material included in the submission.
- 5.4.4 On the basis of material included in the appeal the Dean may:
- request the examiner to check that there was not an error in addition of marks;
  - correct any patent error in totalling the marks;
  - require a remark by another relevant or more senior lecturer; or
  - approve any change in grading resulting from a remark.
- 5.4.5 An appeal relating to a component of assessment referred to in 5.1 must be lodged with the Dean not later than 10 working days from the date of notification of the result of the component.

## 6. Weighted Grade Point Average

- 6.1 A weighted grade point average (WGPA) is used, for example, to calculate the eligibility for the award of Degree with Honours, University and Chancellor Medals, etc. A WGPA replaces the use of Grade Point Averages (GPA).
- 6.2 A WGPA will be calculated using the following formula

$$\text{WGPA} = \frac{\text{(unit1 x Grade point)}}{\text{Sum total of units used in the Calculation}}$$

For example:

|            |                               |   |           |
|------------|-------------------------------|---|-----------|
| Course ABC | 6 units x 7 grade points (HD) | = | 42        |
| Course DCB | 4 units x 6 grade points (D)  | = | <u>24</u> |

Then:  $WGPA = 66/10 = 6.6$

Grade Points are assigned as follows:

|           |   |  |  |
|-----------|---|--|--|
| <b>HD</b> | 7 |  |  |
| <b>D</b>  | 6 |  |  |
| <b>C</b>  | 5 |  |  |
| <b>P</b>  | 4 |  |  |
| <b>PC</b> | 3 |  |  |

## ATTACHMENT

### Principles of Assessment

Assessment practices will vary from discipline to discipline and it is therefore inappropriate for the University to prescribe specific forms of assessment.

Assessment has both formative and summative purposes. In its formative role it is an essential part of the teaching and learning process because it aims to help students identify strengths and weaknesses, any ways by which to improve. In its summative form it provides information, which is used to judge the performance of students in meeting appropriate standards in relation to objectives of a unit.

However all assessment within a unit should follow the following basic principles:

1. Assessment should be based on an understanding of how students learn. Assessment should play a positive role in shaping the learning experiences of students
2. Assessment should accommodate individual learning differences in students. Assessment should be based on the objectives and allow students to demonstrate outcomes in appropriate diverse ways.
3. Assessment should be demonstrably fair to all students. Assessment practices should be inclusive and support equity principles. They should cater for both individual and group diversity. It should be recognised that all assessment models have their limitations and capacity to disadvantage certain students, and every effort must be made to minimise such disadvantage by using appropriate variety of assessment models. In addition, inclusive language should be used, avoiding gender, racial, cultural or other language bias.
4. The purposes of assessment need to be clearly explained. Staff, students, and other stakeholders need to be able to see why assessment is being used, and the rationale for choosing each individual form of assessment in its particular context.
5. Assessment needs to be valid. By this, we mean that assessment methods should be chosen which directly measure that which it is intended to measure, and not just a reflection in a different way of knowledge, skills or competencies being assessed.
6. Assessment instruments and processes need to be reliable and consistent. As far as is possible, subjectivity should be eliminated, and assessment should be carried out in ways where grades or scores that students are awarded are independent of the assessor who happens to mark their work. External examiners and moderators should be active contributors to assessment, rather than observers.

7. Judgements on student progress should be based on multiple sources of evidence. Students should be given information on grading and protocol.
8. All assessment forms should allow students to receive feedback on their learning and their performance. Assessment should be a developmental activity. There should be no hidden agendas in assessment, and we should be prepared to justify to students the grades or scores we award them, and help students to work out how to improve. Even when summative forms of assessment are employed, students should be provided with feedback on their performance, and information to help them identify where their strengths and weaknesses are.
9. Assessment should provide staff and students with opportunities to reflect on their practice and their learning. Assessment instruments and processes should be the subject of continuous evaluation and adjustment. Monitoring and adjustment of the quality of assessment should be built in to quality control processes.
10. Assessment should be an integral component of course design, and not something bolted on afterwards. Learning and teaching elements of each unit should be designed in the full knowledge of the sorts of assessment students will encounter, and be designed to help them show the outcomes of their learning under favourable conditions.
11. The amount of assessment should be appropriate. Students' learning should not be impeded by an overload of assessment requirements, nor should the quality of the teaching conducted by staff be impaired by excessive burdens of assessment tasks.
12. Assessment criteria need to be understandable, explicit and public. Students need to be able to tell what is expected of them in each form of assessment they encounter. Assessment criteria also need to be understandable to employers, and other stakeholders.
13. All information about assessment tasks required for a unit should include statements regarding the presentation format, the relative weight and number of assignments, penalties for late submission and the guidelines for appeal using appropriate University procedures.
14. It is the responsibility of all staff and students must be aware of the University Student Conduct By-law.

[These principles of Assessment include 10 criteria taken from "*An Assessment Manifesto*" produced by Phil Race, London Guildhall University, which formed part of "500 Tips on Assessment" by Sally Brown, Phil Race and Brenda Smith, 1996), Kogan Page].

### Document History and Version Control

| <b>Version</b>     | <b>Date Approved</b> | <b>Approved by</b>                | <b>Brief Description</b>  |
|--------------------|----------------------|-----------------------------------|---|
| Eagle data base 18 | 15/10/04             | Academic Board                    | Adjustment of the 'WF' Grade  |
| Eagle data base 18 | 25/05/05             | Chancellor / on behalf of Council | Approved recommendations of the Academic Board  |
| Eagle data base 18 | 25/11/05             | Academic Board                    | Clarified use of description of the 'NC' and 'CE' Grades  |
| 1.00               | 13/09/06             | CDU Council                       | Adjustment to grades and reclassification of grade headings.  |
| 1.01               | 01/12/06             | Academic Board                    | Amendment to:<br>F Grade change – Fails to satisfy some of the basic requirements of the unit after attempting all assessment tasks to <i>Fails to satisfy some of the requirements of the unit.</i><br>And<br>Change the word "Registrar" to "Director of Student Services".                                       |
| 1.02               | 11/10/07             | CDU Council                       | Introduction of PR Grade  |
| 1.03               | 08/02/08             | Governance                        | Place the PR grade (HE) under Advanced Standing Status, and not Grades as it was previously placed.   |
| 2.00               | 23/04/08             | CDU Council                       | Include the Practicum Ongoing (PO) grade in 2.2 Higher Education Assessment Grades.   |
| 3.00               | 10/12/2008           | CDU Council                       | Removal of para 2.1.2 from 2. Grades –re Merit based Competency Assessment Plans. Remove from 2.3 Competency Based Assessment Grades – CH, CM, CP, CU, NC and the para from each fees are applicable, funding is available; and add the following grades CA, NYC, OWA, with amendments to the CE grade and 6. WGPA. |
| 4.00               | 27/03/09             | Academic Board                    | Major amendments.   |
| 4.00               | 25/05/09             | CDU Council                       | Major amendments  |