



PREMIUM-ENGLISH FOR ACADEMIC REQUIREMENT (PEAR) AUSTRALASIA LLP

ASSESSMENT PROCEDURE

1 Purpose & Objective

- 1.1 The purpose of this procedure is to guide academic staff in the design, delivery, marking and moderation of assessment at the Academy.

2 Scope

- 2.1 This procedure applies to all Academy programs and includes formative assessment designed to inform the student's own learning and summative assessment to evaluate the student's knowledge, understanding, abilities or skills.

3 Procedure: Formative Assessment

- 3.1 Formative assessment refers to assessment tasks that do not contribute to the final grade and are designed to evaluate student comprehension, learning needs, and academic progress during a particular lesson or subject. Formative assessment helps staff members and students to identify concepts that students are finding challenging, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support or individual (in the case of the student) study techniques or effort. Formative assessment helps students concentrate their time on a given area and provide them with the opportunity to practice and become more confident prior to summative assessment.
- 3.2 Each subject/unit/module will include at least one structured formative assessment task and/or tool embedded within the Learning Management System (LMS).
- 3.3 Preferred practice is to include, at a minimum, a quiz that students can complete and re-sit to test their knowledge and understanding of key concepts.
- 3.4 Formative assessment should be linked to the content, skills or knowledge of the subject, to discover what students know and need to know by the end of the teaching period.

- 3.5 Clause 3.3 does not preclude the practice of structured formative assessment being conducted during a lecture, tutorial, webinar or other teaching environment.

4 Procedure: Summative Assessment

Design and Delivery

- 4.1 Summative assessment requirements for all Academy programs are designed to assess the attainment of program and/or subject/unit/module level learning outcomes.
- 4.2 Summative assessment requirements within programs and subjects/units/modules include a variety of tasks determined by the range of learning outcomes and will, wherever possible, be benchmarked against other providers, discipline, professional and/or industry standards.
- 4.3 Each subject/unit/module will ideally include an assessment task early in the teaching period.
- 4.4 The impact of assessment in other subjects in a structured program in which a student may be enrolled should be considered when setting the timing of assessment tasks in core subjects.
- 4.5 The volume of summative assessment should not exceed the principles outlined in the Academic Policy i.e., that the standard amount of assessment reflects student workload requirements.
- 4.6 Weighting for each assessment item is determined based on indicative word length of the assessment item, its import to addressing key subject learning outcomes, and the required effort of the student to complete the task.
- 4.7 Weightings for each assessment item must be in whole percent increments of 5% (e.g. 45%) and cannot be expressed as a range (e.g. between 30% and 40%).
- 4.8 No single summative assessment task, including examinations but excluding project-based assessments, will be weighted more than 60% of the overall subject/unit/module result. Assessment requirements of accreditation bodies are exempt from this limit.
- 4.9 Tutorial participation will not be assigned more than 10% of the total mark for a subject. Attendance alone cannot contribute to summative assessment and marks are not to be awarded simply for students attending scheduled tutorials.
- 4.10 Assessment criteria for tutorial participation must make clear the expectations for participation and explain how performance is determined and differentiated.
- 4.11 Assessment will usually be based on more than one assessment task and generally more than one assessment method (wherever practicable).
- 4.12 Usually there will be two but no more than three assessment tasks for each subject/unit/module, including examination.
- 4.13 No group summative assessments are to be incorporated into any assessment task

- 4.14 Assessment criteria for each summative assessment task must be described in sufficient detail to enable students to meet the requirements of the task and demonstrate the associated learning outcomes.
- 4.15 Subject/unit/module assessment tasks (except for selected-response questions such as multiple choice, true/false and similar quiz-style questions) must be criterion-referenced. Assessment criteria for marking an examination should be prepared at the time of setting the examination paper.
- 4.16 Timing of assessments will be reasonable and sustainable for students and staff and organisation units.
- 4.17 Where a subject/unit/module requires students to pass or satisfy requirements in one or more assessment tasks ('gateway' assessments) to pass a subject, this information must be published in the Program Outline and on the Learning Management System (LMS).
- 4.18 Prior to each teaching period the Board of Examiners will approve the detail of each assessment, including examinations, with reference to marking criteria.
- 4.19 Where possible in the enrolment cycle, the detail of all assessment items is to be made available to students at the time of the release of the subject material.
- 4.20 Assessment requirements cannot be altered after they have been published, except in exceptional circumstances with the approval of the Senior General Manager (Academic and Compliance). Students must be notified of any changes to an assessment task by email and/or through the LMS.
- 4.21 Assessment items (including take-home examinations) must be submitted electronically through Turnitin except where the Senior General Manager (Academic and Compliance) agrees that such submission is not practicable or if a student applies for an exemption on equity grounds. In consideration of equity, due consideration will be given to the student's special needs status.
- 4.22 Students may self-submit through Turnitin prior to final submission.
- 4.23 While there are no defined limits for interpreting Turnitin reports, a returned percentage below 15% would generally indicate that plagiarism has not occurred. However, if the 15% of matching text is one continuous block this may be considered plagiarism. A yellow, orange or red indicator, or 25%, indicates potential plagiarism which requires further investigation by academic staff, taking into account the student's work and the requirements of the report or essay.
- 4.24 Students will submit each assessment task by the due date specified. For assessment tasks other than take-home examinations, the due date should be no later than the day before the beginning of the examination period of the respective teaching period. For take-home examinations, the due date shall be no later than the final day of the examination period in the respective teaching period.
- 4.25 Electronically submitted assessment tasks must be submitted by 23:59 on the due date using the current Indian time zone, unless otherwise stated in the assessment task information.

- 4.26 The standard penalty for late submission of assessment tasks worth 15% or more of the total assessment for the subject is 5% of the marks for that task for each delay in submission of a day or partial day, up to a maximum of five (5) working days after the due date.
- 4.27 Assessment tasks will not be accepted after the earlier of the following occurrences:
- a) the fifth (5th) working day after the due date; or
 - b) feedback on the assessment task has been returned to any student by academic staff.
- 4.28 Late submission of take home examinations is not permitted.

Examinations

- 4.29 Examinations may only be held in the designated examination period as specified in the course academic calendar.
- 4.30 The designated examination centre will be notified to every student.
- 4.31 Examination questions should be significantly different between iterations of delivery.
- 4.32 The length of an examination determined by the Program Manager
- 4.33 Students need to display a valid identification card upon entering the examination room and must display their card on their desk for the duration of the examination.
- 4.34 Students without an identity card will be required to provide other acceptable photographic identification with signature such as a proof of age card, driver's license or passport. Any student failing to provide acceptable photographic identification may be refused permission to sit for the examination by the invigilator.
- 4.35 Students will not be admitted to an examination room after the expiration of one hour from commencement of the examination. Students may not leave during the last ten minutes of any examination.
- 4.36 Students are to hand in all examination papers prior to leaving the examination venue.
- 4.37 Students who do not hand in their examination papers prior to leaving the examination venue will:
- a) forfeit all marks deriving from question papers that leave the examination venue; or
 - b) fail the examination.
- 4.38 Translation dictionaries (hard copy) in examinations are prohibited unless indicated in the instructions on the examination paper and advised to students prior to the examination.
- 4.39 If translation dictionaries are allowed in examinations, students must submit their translation dictionaries to the invigilator for inspection prior to the start of the examination. The invigilator has discretion whether to conduct inspections before or during the examination. There must be no annotations, that is, no handwriting or comments, other than personal identification written on the dictionary, and no unauthorised printed or hand written material attached to, or inserted into, the dictionary.

- 4.40 All students are required to obey any reasonable instruction from invigilators and failure to follow invigilators' reasonable instructions may constitute misconduct. Students may then be requested to leave the examination room immediately.
- 4.41 No electronic devices are permitted in examinations, except for calculators or if approved for students registered with Special Needs (see section 5).
- 4.42 In the event of an examination having to be abandoned (e.g. due to a fire alarm), students may be required to re-sit the examination at a date and time that may be outside the formal examination period. The examination paper may, depending on the circumstances, be a different paper.
- 4.43 If a student is unable to attend an examination that has been rescheduled for one that had been abandoned, they will be offered a special examination.

Marking and Moderation

- 4.44 Marking will be completed as soon as practicable with grades and feedback returned to students no later than ten (10) working days after the final submission date or extension of time.
- 4.45 Grades will be entered and feedback disseminated to students via the Learning Management System.
- 4.46 Feedback on assessment should be constructive, justify the mark and relate to the assessment criteria.
- 4.47 Students may seek a review of their performance in supervised examinations and view their marked written script if they place their request in writing to the Program Coordinator within twenty (20) working days of the final results for the subject being made available to the student.
- 4.48 Moderation is required where there is an element of subjectivity in the evaluation of an assessment task and more than one marker is involved in marking assessment tasks in the subject. Papers will be blind moderated.
- 4.49 For the purposes of moderation:
 - a) the assessment criteria and rubric must be distributed to all markers prior to moderation of marking of the assessment task;
 - b) assessment criteria and rubric are the elements by which the quality of student work is judged against the desired learning outcomes;
 - c) standards (such as those outlined in a rubric) describe the levels of achievement attained; and
 - d) the sample of papers selected for moderation must constitute a minimum of 10% of submitted papers or three (3) if the number of submitted papers is less than 30. The sample must cover the provisional spread of grades, prior to markers discussing and agreeing on the final application of standards against the assessment criteria.

- 4.50 The Academy Board of Examiners, chaired by the Chair, Academic Council and will meet at the end of each teaching period to review and ratify final marks, grades and grade distributions for all subjects offered in the teaching period.
- 4.51 The processes of moderation and Board of Examiners consideration can include the adjustment of student marks, but always based on the re-assessment of student work. Adjustments to student marks must occur before the script or the marks have been communicated to the student.
- 4.52 Appeals against grades or marks awarded will be processed in accordance with the provisions of the Student Wellbeing and Support Policy.

Supplementary Examination

- 4.53 A student who is awarded a mark of 49 or less, or is awarded a grade of F1 (Unsatisfactory performance on a few learning outcomes, OR failure to meet specified assessment requirements) in a coursework subject, may be offered a supplementary examination with the following provisions:
- a) a student who gains a subject mark in the range 48 to 49 must be considered for a supplementary assessment;
 - b) a student who gains a mark of 47 or below, or is awarded a grade of F1, may be considered for supplementary assessment, on the recommendation of the Program Coordinator; and
 - c) all offers of a supplementary assessment must be approved by the General Manager (Academic Services).
- 4.54 In determining whether to make an offer of a supplementary examination, the following factors will be taken into consideration:
- a) the student's overall academic performance;
 - b) whether there is evidence of improved performance by the student over the course of the subject;
 - c) whether there is a reasonable expectation, based on the student's performance, that the student can achieve a pass in the subject if given the opportunity to undertake a supplementary assessment;
 - d) whether the student has attempted all assessment tasks;
 - e) the student's demonstrated engagement with the subject;
 - f) whether the student is a potential graduand; and
 - g) any other relevant circumstances.
- 4.55 Where it is determined not to offer a supplementary examination to a student who receives a mark of 48 to 49 the reasons for this decision must be recorded on the student file.
- 4.56 A student who achieves a subject mark of 48 - 49 and is not offered a supplementary assessment, or who does not attend an offered supplementary examination, will receive their original mark and grade.
- 4.57 Students who are to be offered a supplementary examination will be notified upon release of results.

- 4.58 Students may provisionally enrol in a subject/unit/module if they are undertaking a supplementary examination in a pre-requisite or co-requisite subject. If, following the supplementary examination, the student receives a Fail or Technical Fail grade in the requisite subject, the student will be withdrawn from the next subject prior to the census date unless they obtain academic approval to waive the requisite.
- 4.59 A student who meets the minimum performance requirement for a supplementary examination, in line with the assessment criteria or minimum mark for the task, will receive for the subject a mark of 50. It is not possible for a student to receive a mark greater than 50 for the subject where a supplementary examination has been undertaken.
- 4.60 A student who does not meet the minimum performance requirement for the supplementary examination to pass the subject will receive their original mark and grade, including where the original grade was TF Technical Fail.
- 4.61 Where a supplementary examination is administered, arrangements for the supplementary examination will be negotiated directly between the Program Coordinator and the General Manager (Academic Services).
- 4.62 A student may be offered a supplementary assessment examination that is in a different format to a task for which they failed to meet the minimum performance requirement as long as the learning outcomes are consistent.
- 4.63 To facilitate student progression it is recommended that supplementary examinations results be declared within a shorter timeframe to support students in managing any consequent enrolment requirements prior to the census date.

Discretionary Extension

- 4.64 Students may apply for a discretionary extension for one assessment task per subject of a maximum of five working days past the original submission date.
- 4.65 The application must be lodged at least two working days prior to the assessment due date, stating the reason for the application and outlining what strategies will be deployed to ensure submission in line with the revised submission date.
- 4.66 Late submission of take home examinations is not permitted.
- 4.67 A record of each application for a Discretionary Extension is recorded on the student file.
- 4.68 Where two or more applications are made in an academic year the student will flag for Early Alert under the Academic Progression Procedure.
- 4.69 The application is assessed by the subject lecturer who holds complete discretion over the grant or decline of extension.
- 4.70 Notification of a decision to approve or decline an application is countersigned by the Program Coordinator, or where the program coordinator is the lecturer, by the General Manager (Academic Services).

4.71 Decisions made in relation to an application for discretionary extension are not subject to appeal.

Special Assessment

4.72 Students may apply in writing for one of the following:

- a) a special examination or assessment item;
- b) special consideration;
- c) a special extension of time; or
- d) a result of withdrawal without failure.

4.73 The application will be considered by General Manager (Academic Services), whose decision will be final and binding.

4.74 The circumstances under which an application for a special assessment may be required include the following:

- a) failure to sit an examination: a student who has not attended the examination because of illness or other unavoidable circumstances;
- b) adverse performance in an examination: a student who sat the examination but believes that their performance in the examination was adversely affected by illness or other unavoidable and unforeseen circumstances before or during the examination may apply for a special examination or special consideration;
- c) failure to complete an assessment task: a student who has been prevented by illness or other unavoidable and unforeseen circumstances from completing any compulsory assessment task other than a formal examination may apply for a special extension of time.

4.75 Applications must be received no later than five (5) working days after the assessment or examination was due or held.

4.76 In exceptional circumstances, a late application from a student may be considered if accompanied by evidence acceptable to the General Manager (Academic Services).

4.77 All applications must be accompanied by original medical certificates or other relevant independent evidence including:

- a) a supporting letter from a solicitor, a counsellor, psychologist, employer, a minister of religion, etc.; or
- b) a Statutory Declaration.

4.78 Scanned documents will be accepted but students should be prepared upon request to provide original documents or original certified copies of documents.

4.79 Where a student is unable to make her or his own case directly, an application on their behalf may be made by an immediate family member or guardian, or another appropriate person. Such persons must produce evidence to the satisfaction of the Senior General Manager (Academic and Compliance) that they are entitled to act on behalf of the student.

4.80 Students will be informed of the outcome of their applications for special assessment through final results notification.

- 4.81 A special assessment or examination must be comparable in assessment strategy and length to the original task.
- 4.82 The maximum period for a special extension of time is the last day of the teaching period immediately following the teaching period in which the student was enrolled.
- 4.83 Where a special examination is administered, arrangements for the special examination will be negotiated directly between the Program Coordinator and the student.
- 4.84 A student who has satisfactorily completed assessment tasks worth at least two thirds of the marks for a subject and who is eligible for a special examination may, at the discretion of the Senior General Manager (Academic and Compliance), be granted a passing grade for the subject without undertaking the special examination.

5 Procedure: Students with Special Needs

- 5.1 Upon a request from a student with special needs (declared, verified and lodged with the Academy, the Academy will make reasonable adjustments to assessment methods that allow the student to be assessed against the subject outcomes, providing that these adjustments are appropriate for the content, the discipline and the learning outcomes of the subject.
- 5.2 Students may request a variation to assessment methods, tasks and timelines based on medical, compassionate or religious grounds, or community services.
- 5.3 Requests for Special Needs are considered and ruled upon by the Education Manager.
- 5.4 Such variations must be requested in writing during the first two weeks of the program.
- 5.5 Where alternative assessment is required due to disability, alternative arrangements must be arranged.
- 5.6 The alternative assessment tasks must be negotiated directly between the student, or an associate of the student accepted as such by the Education Manager, and the Subject Coordinator and be signed and documented with due consideration for assessment validity.

6 Academy Grading System

Marks	Grade	Description
85-100%	HD	Outstanding performance on all learning outcomes Exceptional performance indicating complete and comprehensive understanding of the subject matter; genuine mastery of relevant skills; demonstration of an extremely high level of interpretative and analytical ability and intellectual initiative; achievement of all learning objectives of the subject.
75-84%	D	Excellent performance on all learning outcomes. Excellent performance indicating a very high level of understanding of the subject matter; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and achievement of all learning objectives of the subject..

Marks	Grade	Description
65-74%	C	High performance on all learning outcomes, OR excellent performance on the majority of the learning outcomes. Good performance indicating a high level of understanding of subject matter; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all key learning objectives not fully achieved.
55-64%	P1	Satisfactory performance on all learning outcomes, OR high performance on some learning outcomes which compensates for unsatisfactory performance on others, resulting in overall satisfactory performance. Satisfactory performance indicating an adequate understanding of most of the basic subject matter; partial development of relevant skills; adequate interpretive and analytical ability and achievement of the majority of key learning objectives of the subject.
50-54%	P2	Satisfactory performance on the majority of learning outcomes. Satisfactory performance indicating partial understanding of basic subject matter; partial development of relevant skills; some evidence of interpretive and analytical ability; achievement of no less than 50% of the learning objectives of the subject; failure to achieve some minor objectives.
40-49%	F1	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements. Unsatisfactory performance indicating an inadequate understanding of the basic subject matter; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve more than 50% of the learning objectives of the subject.
39% or lower	F2	Unsatisfactory performance on the majority of learning outcomes
Other Grades		
Withdraw – Not Fail	W	The student withdrew (without penalty) on or before the Withdrawal Without Academic Penalty date.
Withdraw Fail	WF	The student withdrew after the Withdrawal Without Academic Penalty date.

7 Roles and Responsibilities

- 7.1 Teaching and Learning Committee is responsible for ensuring that the assessment of all new programs and subjects or amendment to existing programs and subjects adheres to this procedure.
- 7.2 Program Coordinators are responsible for ensuring that moderation occurs where necessary and that feedback is provided to students within designated timeframes.
- 7.3 The Senior General Manager (Academic and Compliance) is responsible for:
- ensuring compliance with this policy and related procedures;
 - benchmarking Academy policy and standards with those adopted elsewhere in the tertiary sector, and
 - the monitoring of information available from the review of records relating to the implementation of this procedure.
- 7.4 The Education Manager is responsible for:

- a) convening the Board of Examiners;
- b) administration of supplementary and special assessment requests;
- c) ensuring that all assessment information is available to students in the required time frame.

7.5 All staff are responsible for becoming familiar and complying with this procedure.

8 Definitions

BLIND MODERATION	means quality assurance processes which exclude student identifiers, ensuring that assessments are marked accurately, consistency and fairly. It is required for every assessment that involves a degree of subjectivity
BOARD OF EXAMINERS	means the internal group of staff who officially consider assessment outcomes and final grades
EXAMINATION	means a test scheduled within an official examination period which serves as the final evaluation of student performance in a program
FORMATIVE ASSESSMENT	means assessment tasks that do not contribute to the final grade of the student, that are designed to evaluate student comprehension, learning needs and academic progress during a particular lesson or subject. Formative assessment helps staff and student to identify concepts that students are finding challenging, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support or individual (in the case of the student) study techniques or effort
GRADE	means the final letter conversion of the aggregate mark attained by a student undertaking a subject
GRADUATE ATTRIBUTES	means the overarching framework nested in the values of the organisation, with a focus on the discipline, knowledge, communication skills, problem solving and analytical competence that students should develop during their period of study
PROGRAM	means a course, degree, diploma or certificate or other qualification, which is approved by the Academic Board and the Board of Governance, and is conferred upon completion of the relevant program requirements
SPECIAL ASSESSMENT or SPECIAL EXAMINATION	means an assessment item or examination completed by a student following special consideration of extenuating circumstances
STUDENT	means an admitted or enrolled student of the Academy Admitted student means a student who has been admitted to an Academy program of study and who is entitled to enrol in a subject/unit/module of study.

	Enrolled student means a student who has been admitted to an Academy program of study who is enrolled in a subject/unit/module at the Academy
SUBJECT/UNIT/MODULE	means that each program of study comprises several subjects/units/modules which may be core/compulsory or elective. Each subject/unit/module comprises a discrete set of objectives, content, methods and assessment which jointly ensure that program objectives and learning outcomes are met. Each subject/unit/module consists of individual topics of study, unique to each subject
SUMMATIVE ASSESSMENT	means assessment designed to assess the attainment of program and/or subject level learning outcomes

9 Associated Information

Document Title	ASSESSMENT PROCEDURE
Date Compiled	4 February 2022
Author	Hank Duyverman
Due Date for Review	February 2023
Version	1.0
Related Documents	Academic Policy Internal Quality Assurance Policy
Related Legislation	National Code of Practice for Providers of India Education and Training 2019.
Approval Authority	Academic Board
Document Administrator	Senior General Manager (Academic and Compliance)
Version Control Update	-
Amendments	-