

Policy Title

Assessment Policy

Purpose

The purpose of this policy is to define the nature of assessment for all courses taught at Monash College.

Scope

This policy applies to all Monash College courses taught at all locations.

Policy Statement

Aims of Assessment

Assessment is at the heart of the student learning experience and is a key focus for students. Assessment acts as the main link between the learning outcomes, the curriculum content and the teaching and learning activities. It provides the mechanism for staff and students to monitor and improve learning.

Assessment is an integral component in all curriculum development activities. Linked to the learning outcomes, it ensures that Monash College will appropriately prepare students for study at Monash University. Assessment helps define what is important for students in their learning journey and therefore design of assessment should focus on demonstrating the learning outcomes. This ensures the learning will be appropriate and well-defined.

Principles of Assessment

Students will be provided with a range of formative and summative assessment opportunities across their unit offerings that are based on an appropriate set of defined learning outcomes.

Assessment at Monash College is:

1. **Purposeful** –the purpose of each assessment must be made clear to students. The University’s and College’s approach to assessment is based around the following three themes:
 - a. **Assessment for preparation** – assessment tasks must be designed to appraise the knowledge and skills of students early in a unit of study;
 - b. **Assessment for learning** – assessment tasks must be designed to help students engage with ideas, skills and practices that they will develop further during their unit or course; and
 - c. **Assessment for demonstration** – assessment tasks must be designed to make overall judgements about students’ understandings and performances in relation to the learning outcomes of the unit and course.

This will be demonstrated primarily in:

Assessment specification

<p>2. Aligned – assessment must be aligned with course and unit learning outcomes, and enable an articulation of knowledge and understanding, skills and competencies, and attributes.</p> <p>3. Coherent – an assessment regime should demonstrate coherence across units in a specialisation and/or course. The regime of assessment tasks within and across units must reflect an appropriate student assessment workload – that is, proportionate to the unit/subject credit points and/or associated teaching hours.</p> <p>4. Integrated – assessment tasks must foster the integration of theory and practice.</p>	
<p>5. Explicit and Transparent – the requirements of assessment tasks and the means by which students’ work will be judged and overall grades determined must be clear to students and all staff involved in teaching.</p> <p>6. Challenging – assessment should be intellectually challenging, appropriate to the level of study, relevant, and provide opportunities for students to demonstrate evidence of learning.</p> <p>7. Engaging – assessment must be designed in such a way that students are motivated to engage in the intellectual, practical, and professional dimensions of the task. A varied portfolio of assessment tasks should be used to achieve this which meets the different learning styles of all students.</p>	<p>Assessment development</p>
<p>8. Ethical – assessment practices must be conducted and undertaken ethically and with honesty and integrity by staff and students. Assessment tasks must be designed and students educated in ways that promote academic integrity.</p> <p>9. Timely – the scheduling of assessment must provide for the students’ learning needs. Effective feedback must be given in time for students to improve their learning.</p> <p>10. Fair – the assessment must be administered in a way that incorporates reasonable adjustments to provide equitable opportunities for all students.</p>	<p>Assessment administration</p>
<p>11. Criterion-referenced – clear criteria against which students’ work will be assessed must be provided in the interests of parity across assessors, groups or campuses.</p> <p>12. Valid and Reliable – assessment tasks must be appropriate measures and strive to yield consistent results.</p>	<p>Assessment interpretation</p>
<p>13. Responsive – assessment feedback must be constructive and supportive of further learning.</p> <p>14. Educative – students’ learning must be enhanced through effective assessment design and feedback. Formative assessment must feature as part of the design and delivery of all units and be integrated in a timely manner, and using a scaffolded approach, with a short turnaround for marking.</p> <p>15. Credible – assessment practices and processes must be continuously monitored by the University and College for quality assurance and improvement purposes and must serve the unit, course and any other professional accreditation learning outcomes.</p>	<p>Assessment use and review</p>

Academic Integrity

Academic work submitted for assessment must be the original work of the author(s). If the ideas or words of others have been drawn upon, this must be thoroughly and clearly acknowledged using appropriate referencing.

Plagiarism, collusion and cheating, including assisting others to cheat, and substitution (identity fraud) are unacceptable behaviours for students at Monash College.

Monash College is committed to upholding standards of academic integrity and honesty. Monash College students are therefore required to:

- undertake studies responsibly and with honesty and integrity;
- ensure that academic work is in no way falsified;
- acknowledge appropriately the work of others; and
- take reasonable steps to ensure that other students are unable to copy or misuse their work.

The College will provide clear guidance and assistance to students to ensure that they understand the requirement to maintain academic integrity and are aware that failure to maintain academic integrity constitutes academic misconduct. Academic misconduct will not be tolerated and will be dealt with by a range of disciplinary actions, outlined in the Student Academic Integrity Procedure of each division.

Alternative Assessment Arrangements and Special Consideration

Students with ongoing medical or mental health conditions or disability should apply to the Disability Support Services (DSS) for alternative assessment arrangements. This will apply to both internal assessments and exams. Monash College will assign staff in each academic division to provide course and progression advice for students experiencing ongoing conditions which they expect will prevent or impede their ability to complete assessment tasks.

A student whose work during a teaching period or whose performance in an examination or other assessment has been affected by acute illness or other exceptional causes beyond their control may apply for Special Consideration when he/she:

- has been unable to attend a compulsory part of the course;
- requires special consideration for part of, or for the whole teaching period for a unit of study; or
- requires special consideration for part of, or for the whole teaching period for all enrolled units of study.

The accepted exceptional causes are:

- serious illness or injury: e.g. hospital admission, serious injury, severe asthma, severe anxiety or depression. This does not include minor illnesses such as a mild cold.
- loss or bereavement: e.g. death of a close family member (parents or grandparents), family relationship breakdown.
- hardship/trauma: e.g. victim or crime, sudden loss of income or employment, severe disruption to domestic arrangements.
- religious reasons and the examination is scheduled on a religious holiday
- major political upheaval or natural disaster in the home country.

In addition, students are eligible to apply for special consideration if they are:

- demonstrating relevant obligations to military or jury service or service to emergency services such as the Country Fire Authority
- elite athletes registered with Monash Sport's elite athlete support program participating in a key event.

Students may be required to provide evidence to support their application for special consideration.

Students who have completed an assessment task or sat the examination are not eligible for special consideration.

Students may not apply for special consideration for the same assessment task more than once.

Quality Assurance of Assessment

Each academic division is responsible for developing and implementing processes to quality assure the validity and reliability of assessment, through activities such as sampling and moderation.

At the commencement of a new third-party delivery partnership, Monash College will review all assessment at the new partner for the first two full study periods, to ensure grading and feedback is of an appropriate standard and that assessment processes are being followed. The review period may be extended until the relevant Board of Examiners is satisfied that assessment principles and practices are sufficiently embedded.

Academic Progress

Each academic division is responsible for articulating and communicating the standards it requires for satisfactory academic progress through its courses and for monitoring and reviewing the progress of students in their programs. Each academic division will have a process to identify:

- students who are at risk of unsatisfactory progress, and
- students who have failed to make satisfactory progress.

When a student is identified as at risk of unsatisfactory progress, the division will implement an intervention process to offer the student appropriate advice and support to improve their performance.

If a student is identified as failing to make satisfactory progress, the division will determine if the student should be allowed to continue with their studies or be excluded from the program. If the student is an international student, the division will follow the requirements specified in Standard 8 of the *National Code 2018*.

Students will be informed about requirements around academic progress in their program and about any decisions relating to their own progress.

A student may appeal a decision to exclude them for unsatisfactory academic progress as per the Monash College Academic and Non-Academic Complaint and Appeals Policy and Procedure.

Records Management

Each academic division will develop protocols for the storage and retention of assessments and related information.

Legislation and Standards

Higher Education Standards Framework (Threshold Standards) 2021

National Code of Practice for Providers of Education and Training to Overseas Students 2018

Foundation Program Standards 2021

ELICOS National Standards

Standards for Registered Training Organisations (RTOs) 2015

Privacy Act 1988 (including the Australian Privacy Principles)

Reference Policies and Supporting Documentation	<p>Implementation of an Assessment Regime Diplomas Procedure</p> <p>Security and Record Keeping Diplomas Procedure</p> <p>Adjustments to Assessment Diplomas Procedure</p> <p>Examinations Diplomas Procedure</p> <p>Grading and Marking Diplomas Procedure</p> <p>Assessment Feedback Diplomas Procedure</p>
Responsibility for Implementation	<p>Executive Director for each program</p> <p>Associate Director/Deputy Director for each program</p>
Status	<p>Revised</p>
Key Stakeholders	<p>Program Directors, Associate Directors and Deputy Directors</p> <p>Academic Managers, Team Leaders, Heads of Studies, Directors of Studies, Coordinators and Leaders</p> <p>Student Administration</p> <p>Quality Improvement and Assurance staff</p> <p>Teachers</p> <p>Students</p> <p>PDI</p>
Approval Body	<p>CEO</p>
Date Effective	<p>16/10/2019</p>
Next Review Date	<p>26/10/2023</p>
Policy Owner Job Title Division	<p>Director Governance</p> <p>Governance</p>

Policy Author	Manager, Quality and Process Improvements
Contact	Governance
Policy Level	Level 3

Implementation plan

Step #1	Upload to The Source
Step #2	Upload to Monash College 'Our Policies' page
Step #2	Inform relevant stakeholders of key changes via email

Change history

Version number	Approval date	Approved by	Brief outline of changes
1.1	29 March 2019	Policy Owner	Minor re-wording of Principle 8 to remove ambiguity.
2.0	17 October 2019	CEO	Addition of quality assurance requirements for commencing third-party delivery partners
2.1	27 October 2021	Director Governance	Legislation update