Purpose

The policy outlines assessment requirements that support quality student assessment and enable students to demonstrate learning and achievement of learning outcomes.

Scope

This policy applies to all Monash College (the College) staff and students involved with assessment activities.

This policy also applies to International Partners who are required to comply with Monash College policies as per the Third-Party Arrangement contracts between the College and Partners.

The policy does not apply to Vocational Education and Training, Professional Year or Non-accredited training programs.

Policy Principles

Monash College and its International Partners ensure that the following principles underpin assessment:

- *Assessment* is an ongoing and valid process of collecting, interpreting and demonstrating evidence of learning.
- Assessment is authentic, fit for purpose, and appropriate to context.
- Assessment is designed and administered in a fair, equitable, flexible, and inclusive manner across students, settings and learning environments.
- Appropriate and timely feedback supports student improvement, promotes high quality student outcomes and student engagement.
- Grading and results are moderated to ensure unbiased, valid, and effective results.
- Assessment and assessment processes are continuously monitored for quality assurance and improvement purposes.

Policy Standards

1.   Assessment design

1.1   *Assessment tasks* must be mapped to the unit learning outcomes and align with unit content and learning activities.

1.2   Assessment includes an appropriate balance of diagnostic, *formative* and *summative tasks* and is *criterion-referenced*.

1.3   Assessment methods and assessment tools are employed to measure student's achievement of course learning outcomes.

1.4 Assessment is practical, reflective of student needs, and authentic.

1.5 The selection of assessment methods is based on validity, reliability, and practicality considerations.

1.6 Assessment strategies allow for effective and timely assessment feedback to support learner improvement and demonstrate impact on learning.

1.7 Assessment design aligns to varying learning environments, modes of delivery and student learning needs.

1.8 Assessments are designed in such a way that, where possible, a student's gender, disability, cultural background or other characteristics do not impact their ability to fully participate in assessment activities.

1.9 Student assessment workload is proportionate to the student learning hours of the unit or program.

1.10 Assessment is appropriately scheduled throughout the *study period* to allow students to manage workload at both unit and program levels.

1.11 Information regarding assessment details, hurdle requirements and broad assessment criteria is provided to students no later than the first week of the study period (see Appendix A of the Assessment Procedure).

1.12 Assessment tasks must be reviewed and revised each study period to prevent any students with knowledge of the task and/or its solution from a previous offering from potentially having an unfair advantage. All assessment tasks must be designed to minimise the potential for breaches of academic integrity.

1.13 Assessment is continuously improved based on assessment data analysis and feedback from teachers and students.

2. Academic Integrity

The College and its International Partners will:

2.1 ensure students and staff are aware of the College's standards and expectations to undertake assessment-related activities with honesty, trust, fairness, respect, and responsibility.

2.2 ensure academic integrity risk within assessment design and delivery is monitored and mitigated.

2.3 ensure routine reviews are undertaken to incorporate improvements and sector recommendations to mitigate academic integrity risk.

2.4 ensure academic staff design learning outcomes, course content and assessment tasks that appropriately educate students about academic integrity and promote and uphold academic integrity standards.

2.5 advise students that they will be required to use *similarity-detection software* prior to submitting assessments.

2.6   inform students that activities inconsistent with academic integrity, such as plagiarism, collusion, and cheating (including contracted cheating), are addressed in accordance with the Student Academic Integrity Policy.

2.7   ensure that suspected academic misconduct breaches are managed in a fair, consistent, transparent, and timely manner in accordance with the Student Academic Integrity Policy.

3.   Quality assurance of assessments

3.1   The College will continuously monitor assessment practices and processes for quality assurance and improvement purposes.

3.2   Unit or English language program assessment validation and assessment grade moderation are undertaken as part of the College's quality assurance activities.

3.3   At the commencement of a new third-party delivery partnership, further to the minimum moderation requirements, Monash College may provide additional support and monitoring to the partner institutions depending on partner maturity and experience with comparable curriculum and assessment. This is to ensure grading and feedback is of an appropriate standard and that assessment processes are being followed.

4.   Benchmarking

Applicable to Foundation and Diploma programs

4.1   Assessment standards in all units are periodically benchmarked against similar units from similar programs across other institutions as part of the unit and course review process.

Applicable to English language programs

4.2   Assessment standards in all programs are periodically benchmarked against similar programs across other institutions as part of the course review process.

5.   Examination and supervision

5.1   Examination and supervision are conducted in an organised, fair, equitable and transparent manner.

5.2   The purpose of the examination is to assess the knowledge, skills, and abilities of an individual student in either written, computer based, oral or practical form.

5.3   The scheduled examination structure must be as stated in the unit's assessment design published in the unit guide or unit outline or student guide (or equivalent) and/or learning management system.

6.   Validation of Assessment

6.1   Review and validation of unit or English language program assessments will be conducted periodically. Teaching staff members validate the assessment requirements

for each unit or English language program prior to the beginning of the study period to ensure the following:

- Assessments address intended learning outcomes.
- Content and criteria for each assessment is set at the appropriate level.
- Marking criteria and rubrics are clear and assessment criteria are linked to the grading standards.
- Time frames for assessments are reasonable.
- Different types of assessments are included and written in plain English.
- Assessments are spread across the study period to manage workload.
- All relevant materials have been provided for exams, tests and quizzes.

7. Moderation

7.1 Moderation ensures that the marking process and the marks awarded have been determined accurately, consistently, and fairly in accordance with the assessment criteria.

7.2 Moderation processes are applied systematically to achieve consistency of marking of individual assessors within the same program in one location and/or across different locations.

7.3 *Formally assessed summative assessment tasks*, including coursework assessments and examinations are included in moderation activities.

8. Marking and Grading

8.1 The approved result codes are used to mark and grade assessments. The *Board of Examiners* or *English Results Ratification Panel or Foundation Year Results Ratification Panel*, where relevant, approve final grades prior to result publication.

8.2 Students are informed of the result release dates and results are accessible via the student portal on a specified date.

9. Scaling of marks

9.1 Marks can be scaled when:

- a review of student performance in an assessment task, or part thereof, indicates that the task did not appropriately assess the unit learning outcomes or that the difficulty level of the assessment was not appropriate.
- the marking scheme is not followed.
- an anomaly has been identified as part of grade distribution review.

9.2 Scaling of marks to achieve an ideal grade distribution is not permitted and is inconsistent with the criterion-referenced assessment approach of Monash College.

9.3 The Board of Examiners or English Results Ratification Panel or Foundation Year Results Ratification Panel approve the scaling (and method) of any marks.

10. Late assessment submissions

10.1 Assessment tasks must be submitted on or prior to the due date. Exceptions to this include performance and timed assessments, such as presentations and practical classes where students are required to submit materials during or at the conclusion of an event.

11. Reasonable adjustments to assessment

11.1 Assessment tasks may be modified to ensure equitable access and opportunity.

11.2 Reasonable adjustments are made to assessment requirements or format of an assessment to accommodate and support the independent study of students registered with Disability Support Services.

12. Special consideration

12.1 Students may apply for special consideration for any unit/s or English language program due to illness or other exceptional circumstances that have adversely impacted a student's ability to undertake, prepare for, and/or complete any component of an assessment task.

13. Assessment remarking

Applicable to English language, Foundation (Coursework Assessments only) and Diploma programs

13.1 A student who is dissatisfied with their assessment mark or grade may request a remarking of an assessment item or remarking of the final unit mark/grade by contacting their teacher in the first instance (see section 6 of the Assessment Procedure) based on one of the following circumstances:

- The original assessment failed to follow the published assessment criteria or marking guide for the assessment task.
- An error has occurred in the calculation of the result; and/or
- A procedural irregularity has occurred.

13.2 Where a student is still dissatisfied with their assessment mark or final unit mark/grade, they can apply for a formal review of a result under one of the above circumstances (as outlined in section 13.1).

14. Academic penalty

Applicable to Foundation and Diploma programs only

14.1 A student who withdraws from a unit after the census date of the *teaching period* will receive a fail grade on their academic transcript.

Applicable to Diploma programs only

14.2   Exception applies to section 14.1 if an Withdrawn Incomplete (WI) grade application is submitted and approved (see sections 4.18 - 4.22.1 of the Assessment Procedure).

Roles and Responsibilities

Role/Decision/Action	Responsibility
Providing advice and participating in activities relating to moderation, results release, result ratification and eAssessment	Academic Administration
Providing timely and quality feedback to students Where applicable, participate in assessment grade moderation Discussing assessment concerns or issues with students	Teacher
Preparing the unit guide/unit outline/student guide. Developing and designing assessment tasks.	Unit Leader/Program Leader (or equivalent) where applicable only
Approving special consideration requests. Approving applications for late assessment submission extensions. Ensuring reasonable adjustments to assessments are implemented. Overseeing subject validation and grade moderation activities at program level, including any consultation with other programs where necessary. Delegating tasks to staff as appropriate where academic judgement is required. Leading continuous improvement review of assessment strategies and benchmarking where relevant.	Program Leader/Discipline Leader/Team Leader/Education Director (or equivalent) or delegate
Ensuring all contracts with international partners adhere to the policy and associated procedures.	Associate Director, Academic Governance (or equivalent) or delegate

Ensure the policy and associated procedures are applied consistently across teaching and administrative areas.	Executive Director, Education (or equivalent) or delegate

Definitions

Assessment	A process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.
Assessment task	For the purpose of this policy, a task that contributes to a student's final unit result or English language program result. It does not include formative assessment activities that do not contribute to the final unit result or English language program result.
Board of Examiners	Oversee the moderation process and the ratification of student results in the Diploma programs.
Criterion-referenced	Clear criteria against which students' work will be assessed must be provided in the interests of parity across assessors, groups or campuses.
English Results Ratification Panel	Oversee the moderation process and the ratification of student results in English language programs.
Formative task	Informal assessment carried out over the duration of a unit/program which provides feedback on student progress towards unit/program outcomes or learning goals.
Formally assessed summative assessment tasks	Includes classroom tests, presentations, research projects, assessed practical work and other assignments and examinations.
Foundation Results Ratification Panel	Oversee the moderation process and the ratification of student results in Foundation programs.
Similarity-detection software	A system (e.g. Turnitin or MOSS) that compares text, data, code or other elements in a student assessment against various sources including the internet, published works, commercial databases and assessments previously submitted through the system.
Study period	A discrete period of study within a program such as a term, semester or trimester.
Summative task	Formal assessment carried out during or at the end of a unit or program to determine and specify student achievement of unit or English language program outcomes or learning goals and contributes towards the final mark/grade.
Teaching period	In relation to a unit of study or English language program, the period occupied by the teaching of the unit or English language program.

Related Documents

Legislation and Standards	Education Services for Overseas Students Act 2000 (Cth) ELICOS Standards2018 Foundation Program Standards 2021 Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Privacy Act 1988
Reference Policies, Procedures and Supporting Documentation	Assessment Procedure Examination and Supervision Procedure Moderation and Validation Procedure

Version control and accountability table

Accountable Area	Education			
Responsible Officer	Executive Director, Education			
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Version	**Authored by**	**Brief Description of the changes**	**Date Approved**	**Effective Date**
2.0	Senior Coordinator Education - Policy and Procedures	Revised policy after organisational restructuring to include three program areas, English language, Foundation and Diploma programs.	29/03/2023	12/06/2023
1.0	Director, Governance	Assessment Policy	27/10/2021	27/10/2021
1.0	Director, Governance	Moderation Diplomas Policy	04/06/2019	04/06/2019