

Assessment Practice Procedures

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1. Governing Policy

[Assessment Policy](#)

2. Purpose

To ensure that assessment practices across the University comply with the principles contained in the [Assessment Policy](#).

3. Setting assessment activities

3.1. Course assessment design

Responsibility: Course Coordinator

- a. Ensure that each course has a clear whole-of-course assessment strategy that:
 - i. provides the rationale for assessment across the course
 - ii. identifies the contribution of assessment activities to the achievement/demonstration of course learning outcomes and professional registration requirement where relevant
 - iii. maps assessment requirements for students by year of study to ensure assessment provides a mix of evidence of student achievement and is fair, equitable and achievable, and
 - iv. provides a key reference point for consideration of proposed changes to assessment arising from course and topic reviews.

3.2. Topic assessment design

Responsibility: Topic Coordinator

- a. Ensure that all assessment activities are consistent with the Assessment Type Glossary at [Appendix 1](#).

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- b. Ensure that each specific assessment activity is supported by a clear **rationale** for how the activity provides the opportunity for students to demonstrate learning related to topic and course learning outcomes.
 - c. Ensure that **examinations**, defined as assessment activities that are invigilated, and generally centrally administered, are included in topic assessment only where they are:
 - i. demonstrated to be the most appropriate method for assessing student learning, or
 - ii. required for professional registration or accreditation.
 - d. Ensure that **attendance** at specified learning events is **not** included as a component of the topic's final grade, unless it can be explicitly and directly linked to the demonstration of achievement of:
 - i. learning outcomes
 - ii. safe practice
 - iii. professional competencies, or
 - iv. registration/accreditation requirements.
 - e. If **participation** is to be a requirement for completion of a topic, ensure that there is explicit description of:
 - i. the link between participation and learning outcomes, and
 - ii. the criteria for acceptable participation.
 - f. Ensure, as far as possible, that the **combination of assessment activities**:
 - i. replicates/represents authentic practice in the disciplines/professions to which the topic relates, and
 - ii. provides sufficient data points to enable a student to demonstrate achievement of each learning outcome and to avoid/reduce the possibility of false positive (Pass) or negative (Fail) outcomes from a single assessment activity.
 - g. Ensure that:
 - i. the number of assessment activities is **kept to a minimum**, appropriate to the year and Australian Qualifications Framework (AQF) level, and commensurate with the point value of the topic, and
 - ii. any larger assessment activity that makes up a **major percentage** of the final topic grade has been clearly scaffolded with staged opportunities for the student to review learning progress.

For example, a final topic grade may be determined on the basis of a single/final assessment artefact that demonstrates the achievement of all learning outcomes e.g., placement report, thesis, creative work, performance.
 - h. Where learning outcomes can be demonstrated through multiple, alternative assessment activities, where possible provide students with **options** in the types of assessment to be undertaken (subject to safety and professional registration/accreditation requirements).
 - i. Ensure that the **requirements for successful completion** – criteria and standards – for each assessment activity are provided to, and discussed and clarified with, students before the time that they are expected to begin the activity; and ensure that (where appropriate) students are provided with a **grading rubric** for each assessment activity.

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- j. Ensure that any **'hurdle requirements'**, defined as assessment activities or components which must be passed in order to pass the topic, are:
- i. justified by clear rationale based on:
 - safe practice or professional competencies
 - registration/accreditation requirements, or
 - the need to authenticate a completed assessment activity for quality assurance and academic integrity purposes, and
 - ii. clearly communicated to students.

Note: where a learning outcome can only be demonstrated by one assessment activity, that assessment activity is a hurdle requirement. This should be the case only by exception and, wherever possible, learning outcomes should be able to be demonstrated by more than one assessment activity.

3.3. Work Integrated Learning

Work Integrated Learning (WIL) is a particular type of learning offered in accordance with the [WIL Policy](#) and [Procedures](#). Assessment of WIL is aligned with discipline and professional requirements but must still apply the principles stated in the [Assessment Policy](#), and take into account transparency, equity and load.

4. Moderation

4.1. Course assessment moderation

Responsibility: Course Coordinator/Teaching Program Director

- a. Where programmatic assessment is a component of a course, ensure that:
 - i. the relationship between assessment results and progression decisions is explicit and communicated to staff, and
 - ii. progression decision processes are robust, consistent and considered, and informed by sufficient data.

Responsibility: College Dean (Education)

- b. Formally review grade distribution and approve for release topic final grades and final notations (as provided in the [Grading Scheme](#)).
- c. Identify topics for external calibration in accordance with the [Academic Calibration Procedures](#).

4.2. Topic assessment moderation

Moderation is to occur at three stages in the assessment cycle: at the time of topic assessment design, during teaching delivery and when submitting topic final grades.

Responsibility: Topic Coordinator

- a. **At the time of topic assessment design**, ensure assessment designs and information, including grading rubrics, are verified through discussion with at least one colleague experienced in assessment
- b. Where more than one staff member is involved in assessment and grading, meet with the teaching team before the commencement of the topic to discuss assessment requirements and marking expectations, to ensure:
 - i. alignment in interpretation of the assessment specifications, rubrics and marking guides
 - ii. consistency in information provided to students and in grading practice, and
 - iii. consistency in feedback practices in the topic.
- c. **During teaching delivery**, ensure mechanisms are in place to validate assessment judgements of markers. The most commonly used mechanisms are:
 - i. second, double or collaborative marking

- ii. random review of marking and grades, and/or
- iii. consensus discussions.

d. When submitting topic final grades:

- i. certify that moderation has occurred, the spread of grades reflects student achievement of learning outcomes, and anomalies have been identified and resolved, and
- ii. provide reasons for incomplete and fail grades.

5. Feedback to students

Responsibility: Topic Coordinator

- a. Approve the grade for summative assessment activities, including where the assessment judgement is informed by other academic staff and/or external supervisors e.g. Work Integrated Learning supervisors.
- b. Ensure that:
 - i. students are provided with usable feedback to support their progress toward achievement of the learning outcomes for the topic and selected course
 - ii. feedback is clear, explicit, actionable and focused on enabling students to improve their learning
 - iii. where an assessment activity is submitted and returned to the student electronically, the associated feedback is also provided electronically, and
 - iv. a completed rubric is provided after marking of tests and exams as the minimum requirement for feedback.
- c. The University's expectation is that, where practical, feedback on graded assessment activities is returned to students two weeks after the due date for submission or the actual submission date, whichever is later. The timing for the return of feedback must be communicated to the students in advance.

6. Due dates and times for submissions

Responsibility: Topic Coordinator

- a. Ensure that each assessment activity has a specified due date and time, taking into account:
 - i. where possible, the due dates for other assessments in the topic and course,
 - ii. the expected effort to complete the assessment and other assessments in the topic, and
 - iii. the requirements in b. and c. below.
- b. Due dates and times for submission of assessment activities must be set between 9am and 4pm Australian Central Standard Time (ACST) Monday to Thursday, unless there are good reasons for another time to be set.
- c. In a topic that includes an examination, any assessment activity that is not the examination must have a due date no later than seven calendar days before the beginning of the relevant examination period, unless there is a good reason for a later due date to be set that is approved by the College Dean (Education).
- d. Ensure that the due date and time of each assessment activity, and the consequences of late submission (see e. and f. below), are communicated to students in the topic assessment information, e.g., handbook.

Responsibility: College Dean (Education)

- e. For each assessment activity, determine the consequences of late submission (i.e., a late submission not approved under the [Assessment Variation Procedures](#)) in accordance with f. below, ensuring that there is consistency of consequences within each course, except where demonstrably justified by particular reference to one or more topic learning outcomes.

- f. Where there is a percentage deduction for late submission, the deduction must be set at not less than 1% and not more than 5% of the total marks possible for the assessment activity for every 24-hour period (or part thereof) after the submission due time.

7. Review of grades

- a. Consistent with the requirements of the Student Review and Appeal Policy, a student who is dissatisfied with a grade for an assessment activity or a final topic grade should discuss the matter with the Topic Coordinator in the first instance. The Topic Coordinator will inform the student of the reasons for the grade awarded.
- b. A student may request a review of a grade for an assessment activity or a final topic grade in accordance with the [Student Review and Appeal Policy](#) and [procedures](#) on the grounds that the Assessment Policy, supporting procedures, topic information or grading rubrics have not been adhered to or have been incorrectly applied.
- c. If the request for a review is substantiated, the reviewer may:
- i. arrange for an independent grading of the assessment activity(ies)
 - ii. offer an alternative or supplementary assessment, or
 - iii. take any other reasonable action appropriate to the circumstances.
- d. If a grade is amended as a result of a review it will be the grade awarded for the assessment activity or topic, irrespective of whether it is higher or lower than the original grade.
- e. A student who is dissatisfied with the outcome of the review may appeal to the Student Appeals Committee, if specified grounds are met, in accordance with the [Student Review and Appeal Policy](#) and [procedures](#).

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Responsible Officer	Pro Vice-Chancellor (Learning and Teaching Innovation)
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* Unless otherwise indicated, this procedure will still apply beyond the review date.

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Appendix 1—Assessment Type Glossary

Assessment type	Includes (but is not limited to):	Description
Abstract	Abstract of a research paper/article within a specified word limit	Students demonstrate the capacity to synthesise and condense ideas.
Annotated bibliography	Annotated lists of texts, primary sources and/or internet sites	Students demonstrate capacity to: <ul style="list-style-type: none"> • produce a list of relevant texts on a specified or agreed topics • annotate these with a commentary, which could include an evaluation of what they have read • use a particular referencing convention.
Artefact creation	Sculptures, drawings, performing in or producing an original play or film, literary texts, learning materials, lesson plans, computer programs, machines, physical models	Students produce an original creative work, irrespective of medium (including process, stages and/or final product).
Article for different audiences	Media profiles, minutes, patchwork texts, blogs, wikis, professional plans, summaries, review or critical analysis of resource(s), web page creation, discussion forum, participative online discussion, literature reviews, account or oral presentation, research proposal, Yarning	Students demonstrate capacity to develop these concise formats, which could include an evaluative element to reflect depth of reading and level of understanding. Could also include engagement in a conservation process where they collect data by engaging with Indigenous Knowledge in groups through designing and undertaking a Yarning session.
Case study	Problem sheet, critical quality audit of practice or organisation, report, case notes	Students work through a case study to demonstrate their capacity to identify the problem(s), engage in reflective practice and/or offer potential solutions.
Collaborative activities	Presentations, artefacts	Students work as a group and contribute to an end product as part of a group and are assessed on their contribution, this could include engaging in Team Based Learning, problem-based learning or project work.
Concept map	Concept map, conceptual diagram	Students develop a diagrammatic representation depicting suggested relationships between concepts or ideas.
Demonstration	Presentations, practical, laboratories, project management, Objective Structured Clinical Examinations (OSCEs), competence checklists	Students engage in exhibiting their relevant skills.
Dissertation / thesis	Large piece of work (usually written)	Students demonstrate capacity to: <ul style="list-style-type: none"> • adhere to an accepted format

Assessment type	Includes (but is not limited to):	Description
		<ul style="list-style-type: none"> • use a wide range of practical, analytical and interpretative skills • relate a broad application of knowledge, understanding and skills to a range of situations.
Essay	Reflective essay, descriptive essay, narrative essay, argumentative essay, critical essay, persuasive essay	<p>Written work following a specific format (introduction, body, conclusion) where students demonstrate capacity to:</p> <ul style="list-style-type: none"> • write on specified or agreed topics within given parameters e.g. word count • use different literature sources • convey and/or critically assess ideas on a given topic • reflect depth of understanding.
Examination	Open or closed book, oral/viva voce, written, OSCEs	Students complete set practical tasks/questions in pre-determined, time-restricted, invigilated conditions covering professional, practice or performance-related proficiencies.
Exhibition	Sculptures, drawings, posters, learning materials	Students curate a collection of works.
Interview	Focused questioning of fellow students, experts	<p>Students demonstrate:</p> <ul style="list-style-type: none"> • oral and/or written skills • capacity to synthesise and analyse responses • appropriate questioning of participant(s).
Laboratory book	Laboratory or workbooks	Students document their work in a laboratory setting.
Oral presentation	Debates, critiques, advocacy, case studies, role plays, video	Students engage in a form of oral discourse on a specified or agreed topic.
Participation	In class discussions, online discussions, contributing to one off small group activities	Students engage in set activities specifically related to ability to meet topic learning outcomes.
Peer assessment / review	Rubric responses, in class discussions (online or in person), marking sheets	Students demonstrate their capacity to assess their peers' skills or review the work or contributions of (near-) peers. This can occur as part of a community of practice, in groups, or individually.
Performance	Concert, play, dance, film	Students' capacity to perform in various contexts are assessed.
Placement performance assessment	Placement provider reports	Students demonstrate skills / competencies while engaged in activities

Assessment type	Includes (but is not limited to):	Description
		integrating theory with the practice of work.
Portfolio / e-portfolio	Reflective journal / diary, self-assessment, learning log, self-reflective statement, philosophy statement	Students provide evidence for their achievement of learning outcomes, these commonly incorporate a reflective commentary.
Professional application	Grant applications, ethics applications, job applications, pitches, strategic plan	Students demonstrate their capacity to develop appropriate resources linked to their specific professional context or potential employment.
Quiz / Test	Multiple choice questions, question banks, short or long answer responses, in-class test	Students respond to questions assessing knowledge.
Report	Full reports, selective / sampling reports, Field report / work, practical reports, research report, community profile	Students prepare a written document following a specified format.
Student negotiated assessment	Format, length, grade percentage, topic area, choice from a list or free reign	Students negotiate their own assessment task.
Workbook	Specific formats can be linked to language studies or other areas	Students respond to questions within a workbook.