

1. Purpose

This policy describes expectations for academic staff and students in achieving high academic standards and quality assessment practice which is essential to advance knowledge, learning, and the professions.

2. Audience

Academic Staff, Students.

3. Objectives

Assessment is an essential part of the teaching and learning process and involves lecturers and/or students making judgements based on evidence to determine how well students achieve learning outcomes. The learning outcomes (course outcomes and unit outcomes) must be consistent with the level classifications for the particular qualification as identified in the Australian Qualifications Framework (AQF) (HESF 1.5.3).

The assessment process should validly measure progress and students must be provided with timely feedback since this assists students in their achievement of learning outcomes (HESF 1.3.3).

Methods of assessment used at SIHE ought to be varied and consistent. The learning outcomes being assessed must be capable of confirming whether the specified learning outcomes have been achieved and ensure the level of student attainment is accurately reflected in the grades awarded (HESF 1.4.3). Assessment practice should promote learning and improve student performance as well as include formative and summative assessment tasks.

Academic staff will be supported to further their skills in contemporary teaching, learning, and assessment principles relevant to the discipline, modes of delivery, and the needs of particular student cohorts (HESF 3.2.3).

4. Policy Statement

4.1 Policy Scope

This policy applies to all units in all courses and should be read alongside the related policies, procedures, guidelines, and forms (see Appendix).

4.2 High Quality Assessment

4.2.1 Assessment design should be developmental and promote increased complexity, challenge, and independence in learning. Lecturers are encouraged to use a range of approaches to assessment. The key criterion for choice of assessment task and method is curriculum alignment, in which assessment tasks relate in mode and substance to unit learning outcomes. Moderation will be undertaken (internal or external) to ensure assessment rigour. Refer to *Assessment Procedures*.

- 4.2.2 Assessment should normally comply with the SIHE *Assessment Workload Equivalency Guidelines*.
- 4.2.3 Generally a minimum of two and a maximum of four pieces of assessment will be set per unit.
- 4.2.4 No one piece of assessment should normally exceed 50% (exceptions may include research reports and portfolios of work).
- 4.2.5 Generally a minimum of 30% of assessment for each unit must be supervised assessment (exceptions may apply for creative writing and research-based units).
- 4.2.6 The length of supervised examinations should normally be a maximum of 2 hours with 10 minutes of reading time.

5. Grading Scale

Student performance is graded and notified according to the following scale.

Mark Range %	Level
80-100	High Distinction
70-79	Distinction
60-69	Credit
50-59	Pass
0-49	Fail

6. Marking and Feedback

- 6.1 Sheridan does not use norm referencing (bell curve) where an ideal distribution of grades across a class is predetermined. Rather, a criterion-referenced approach is used to reflect the way in which students vary in their ability to meet the established learning performance standards. Final grades are an expression of how closely students' work reflects the intended learning outcomes.
- 6.2 Students are not tested on their particular worldview or standpoint, but rather on their ability to present relevant material in an objective and orderly manner at the level of the relevant course.
- 6.3 Students must demonstrate a sound level of spelling, grammar, and referencing to pass each assessment. The referencing style used is APA 7th unless otherwise stipulated.
- 6.4 Students must submit a meaningful attempt at all assessments in each unit and achieve a total score for the unit of not less than 50% to satisfy unit requirements.
- 6.5 A student may be penalised for a late submission, apply for an extension, be invited to resubmit an assessment task, request alternative examination arrangements, request an assessment be remarked, and/or lodge an appeal against a mark. Refer to the section "Related aspects of assessment" in *Assessment Procedures*.
- 6.6 A student may be invited to sit a supplementary exam if they meet the requirements as outlined in the *Examination Policy*. The supplementary exam mark will replace the original exam mark to determine if the student has passed the unit. The highest possible overall unit mark and grade for a student taking a supplementary exam is 50%, Pass.
- 6.7 The Board of Examiners undertakes a review of marks at the conclusion of each learning period and has the right to modify marks as awarded, in response to the recommendations of unit coordinators/lecturers and moderators. Refer to *Assessment Procedures*.

7. Fairness in Assessment

- 7.1 Every reasonable effort should be made to ensure that assessment is fair and does not discriminate on grounds that are not relevant to achieving the learning outcomes for the unit.
- 7.2 Reasonable modification to assessments must be made to accommodate students with an officially recognised disability, impairment, or medical condition. Refer to the *Equal Opportunity in Education Statement*.
- 7.3 All written assessments will be checked for plagiarism. Where appropriate, plagiarism detection software such as Turnitin will be used. Refer to the *Academic Integrity Policy*.

8. External Referencing Through Moderation

According to TEQSA (2019) “A number of approaches and techniques can be used for external referencing, such as benchmarking, peer review and moderation.” (TEQSA 2022, p.1). In the context of assessment, external and internal moderation is a significant element in ensuring the quality of all SIHE courses. Internal and/or external moderation is also undertaken to ensure consistency and fairness of marking. Refer to *Assessment Procedures* for specifics regarding the moderation process.

9. Appendix: Document History and Version Control Record

Document Title:	SIHE Assessment Policy
Source Documents:	<i>Adapted from</i> Sheridan College Assessment Policy
Associated Internal Documents	Academic Integrity Policy Academic Progress and Intervention Policy Application for Alternative Examination Arrangements Application for an Extension Form Assessment Procedures Assessment Workload Equivalency Guidelines Equal Opportunity in Education Statement Examination Policy Examination Procedure Higher Degrees by Research Policy Student Grievance Policy
Associated External Documents	Higher Education Standards Framework (Threshold Standards) (2021) Tertiary Education Quality and Standards Agency (TEQSA) (2019). Guidance Note: External Referencing (including Benchmarking). Version 2.5 (16 April 2019).
Authorised Officer:	Chairperson, Academic Council
Approved by:	
Date of Approval:	
Next Review Before:	July 2024

Version Number	Version Date	Authorised Officer	Amendment Details
3.00	16 June 2022	Teaching and Learning Sub-committee	Major re-write including external feedback from Prof. Michael Milgate (Previous version control history has been archived).