

Assessment Policy (GC)

Queensland Institute of Business Technology Pty Ltd

ABN 38 076 195 027

Document

Document Name	Assessment Policy (GC)
Brief Description	This Policy aims to provide students and staff of Griffith College with general principles and guidelines regarding student assessment. This Policy applies to all students enrolled in non-award studies and the Foundation, Diploma, Associate Degree and Master Qualifying level programs offered at Griffith College.
Responsibility	Academic Director
Initial Issue Date	17/05/2005
Authorising Body	Academic Board

Version Control

Date	Version No.	Summary of Changes	Reviewer Name and Department/Office
31/08/2022	15	Penalties for Late Submission section updated to align with University Policy, Relevant Legislation section updated	Academic Director

Related Documents

Name	Location
Academic Integrity Policy	Policy HUB
Program Progression Policy	Policy HUB
Finalisation of Results Policy	Policy HUB
Alternate Examination Sittings Policy	Policy HUB
Deferred Assessment Policy	Policy HUB
Student Complaints and Appeals Policy	Policy HUB

Document Name: Assessment Policy (GC)

Publish Date: 06-Sep-22

Information Classification: \Students\Assessment and Examinations\ - Public

Name	Location
Medical Certificate Policy	Policy HUB
Extension of Assignment Form	Online Forms

Contents

1	Purpose and Scope	5
1.1	Introduction	5
1.2	Purpose	5
1.3	Scope	5
2	Policy Statement.....	5
2.1	Philosophy of Assessment.....	5
2.2	Aim of Assessment	5
2.3	Assessment Requirements	6
2.4	Approval of Assessment Requirements and Assessment Tasks	6
2.5	Hurdle Requirements.....	6
2.5.1	Definition.....	6
2.5.2	Principles	6
2.5.3	Types of Hurdle Requirements.....	6
2.5.4	Communication of Hurdle Requirements	7
2.6	Assessment Advice to Students	7
2.7	Changes to Assessment Requirements.....	7
2.8	Submission of Assessment Items.....	7
2.8.1	Electronic Submission	8
2.8.2	Text Matching Software.....	8
2.8.3	Late Submission	8
2.8.4	Penalties for Late Submission	8
2.9	Collection/Return of Assessment Items	8
2.10	Extensions of Time for Assessments.....	9
2.10.1	Appeals Against Outcome	9
2.11	Deferred Assessment	9
2.12	Alternate Exam Sitting (Mid and Final Trimester Exams)	9
2.13	Additional, Alternative or Replacement Assessment	9
2.13.1	Additional assessment	9
2.13.2	Alternative assessment	9
2.13.3	Replacement assessment	10
2.14	Award of Grades	10
2.15	Marks and Grade Cut-offs	12
2.16	Notification of Results	12
2.16.1	Within Trimester results	12
2.16.2	Finals Results / Grades	12
2.17	Academic Integrity	12
3	Responsibilities	13

4	Compliance	13
4.1	General	13
4.2	Relevant Legislation	13
4.3	Review	13
4.4	Records Management.....	13

1 Purpose and Scope

1.1 Introduction

This Assessment Policy sets out the approach of Griffith College relating to the management of assessment.

1.2 Purpose

The purpose of this Policy is to provide students and staff of Griffith College with general principles and guidelines regarding student assessment. This policy applies to all students enrolled in non-award and award studies including the Foundation, Diploma, Associate Degree, and Master Qualifying (MQP) programs offered at Griffith College.

1.3 Scope

This Policy has been developed in accordance with Griffith College's Academic Integrity Policy, Program Progression Policy, Finalisation of Results Policy, Alternate Examination Sitings Policy, Deferred Assessment Policy, Student Complaints and Appeals Policy and Medical Certificate Policy.

2 Policy Statement

2.1 Philosophy of Assessment

Assessment is the process of forming a judgment about the quality and extent of student achievement or performance, and therefore a judgment about the learning itself. Assessment shapes the learning that takes place, that is, what students learn and how they learn it, and should reflect closely the purposes and aims of the course of study.

Assessment is commonly referred to in all Course Outlines and Course Moodle sites as 'Evidence of Learning'.

2.2 Aim of Assessment

The aims of assessment include:

- Formally certifying achievements for internal and external stakeholders;
- Improving and promoting subsequent learning through feedback that is clear, informative, timely and relevant;
- Improving the quality of the curriculum (courses and programs);
- Evaluating the effectiveness of the teaching process and facilitating continuous improvement;
- Promoting student engagement and understanding to encourage a desire for lifelong learning; and
- Providing assurance of achievement to the University, accrediting bodies, employers and the wider community.

Assessment methods may take a variety of forms: the key criterion for choice among methods should be appropriateness to the assessment of learning outcomes. Assessment should be criteria based rather than norm referenced and may include individual or collaborative achievement or both. The requirements for learner success should be made clear, and the overall strategy should be to develop in students the ability to evaluate the quality of their own work in order to equip them to function as professionals with a commitment to life-long learning.

Assessment practices within Griffith College are based on the general principles of criteria-based assessment. These principles are that the desired learning outcomes for a course of study are clearly specified; assessment tasks are designed to indicate progress towards the desired learning outcomes; and the assessment grade is a measure of the extent to which the learning outcomes have been achieved. The standard of performance that is required for the award of a particular grade is a judgment that is based on the professional expertise of the various staff who contribute to the assessment process and is informed by experience with accepted standards, including, where appropriate, standards in

other institutions. There is no pre-determined distribution of grades in the outcome of assessing a group of students.

2.3 Assessment Requirements

Student learning is gradual and cumulative, with qualitative changes taking place throughout the process. For this reason, the assessment requirements for a course should enable the teaching staff to engage in both formative and summative assessment. Formative assessment is designed to provide students with feedback and does not normally contribute to the final mark and grade. Summative assessment does contribute to the final mark and grade. Some forms of summative assessment may also be formative. The academic staff member responsible for a course exercises their professional judgement in using a variety of methods that are relevant, valid, fair and appropriate to the aims and objectives of the course.

2.4 Approval of Assessment Requirements and Assessment Tasks

The assessment requirements and assessment tasks for a course are documented in the submission for approval of the Course Outline. In approving the Course Outline, either the Griffith University Convenor for Diploma, Associate Degree and MQP level courses or the Griffith College Program Convenor for Foundation level courses will consider the relationship between the assessment methods and the learning outcomes expected for the course.

The range of assessment tasks to be performed by students and the expected learning outcomes for the course will be specified in the Course Outline and should be discussed with students at appropriate times throughout the trimester.

2.5 Hurdle Requirements

2.5.1 Definition

A hurdle requirement within a course is a compulsory part or requirement of a course that must be met for a student to be eligible to receive a 'pass' grade. A hurdle is a condition for passing a course in addition to the overall mark. Hurdles do not apply for Foundation level courses within Griffith College.

Students may be asked to carry out tasks, in class or out, and be provided with feedback as part of the ongoing teaching/learning process. Such activities only constitute a hurdle requirement if a penalty will be imposed for not completing them or reaching the required level of proficiency; that is, the student will fail the course if they do not complete the activity or reach the required level.

2.5.2 Principles

As with all assessment requirements and assessed tasks, hurdle requirements should:

- a. Clearly be related to the objectives/learning outcomes of the course.
- b. Consider equity issues and students' varying circumstances.

Wherever possible, hurdle requirements should be built into the assessment of the learning outcomes of the course. Where a hurdle requirement or condition for passing a course other than the overall mark is not built into the learning outcomes of the course, the hurdle must be justified and approved by the Griffith University Convenor for Diploma level courses.

2.5.3 Types of Hurdle Requirements

Hurdles may take a variety of forms, including:

- A requirement to achieve a minimum mark for a particular assessment task and a total of 50 marks or more, overall to pass a course. For example, students may be required to gain a minimum of 40% on a final examination and at least 50 marks overall, to pass a course. If a student fails to gain 40% in the final examination, they will fail the course, no matter how small a proportion of the overall mark it comprises, or whether the student has achieved at least 50 marks for the overall course.

- A requirement to pass both a practical and a theory component and at least 50 marks overall to pass a course. For example, students may be required to pass both an oral presentation and a final examination and achieve at least 50 marks overall, to pass a course.
- A requirement to submit all assessment tasks and at least 50 marks overall to pass a course. For example, students may be required to at least attempt all assessment items such as an oral presentation, an essay, final examination or quiz and achieve at least 50 marks overall to pass a course.

2.5.4 Communication of Hurdle Requirements

Where students are required to pass all assessment items, or a particular assessment item, to pass a course, this must be clearly specified in the Course Outline.

Attendance cannot be required in order to pass a course without the approval of either the Griffith University Convenor for Diploma level courses or the Griffith College Academic Director (or nominee), for Foundation level courses.

2.6 Assessment Advice to Students

In week 1 of trimester, all teaching staff within Griffith College are required to notify students of the location of the approved Course Outline which states the assessment requirements for the course. These requirements include the due dates of assessment items and relevant characteristics such as word lengths for essays and duration for examinations. The Course Outline must indicate the individual assessment items and their relative weighting.

Where a student enrolls in a course after the commencement of teaching or for whatever reason is not present when students are given information concerning the assessment requirements of the course, it is the student's responsibility to find out the information from their teacher.

2.7 Changes to Assessment Requirements

Proposals to alter the assessment requirements of a course should be made by the relevant Griffith College Course Coordinator by lodging a revised Course Outline to either the Griffith University Convenor for Diploma, Associate Degree or MQP level courses or the Griffith College Academic Director (or nominee), for Foundation level courses. Proposals for the alteration of assessment should be lodged before the next planned offering of the course.

The Griffith University Convenor or the Griffith College Academic Director (or nominee) will then determine whether the proposed change to the assessment requirements is commensurate with the originally approved assessment requirements, its relationship to learning outcomes and its overall demands on the students.

Changes to assessment requirements will not normally be considered during a trimester, however, in exceptional circumstances, the Griffith University Convenor or the Griffith College Academic Director (or nominee) may approve a variation of detail in the assessment requirements of a course, providing the relationship between the assessment methods and the learning outcomes expected for the course is maintained. If a change to the published assessment requirements occurs during a trimester students will be notified in writing (email) via the Griffith College Student Portal of the change.

2.8 Submission of Assessment Items

Griffith College normally requires assessments to be submitted electronically. In some circumstances, hardcopies of the assessment may be required (e.g. tangible physical objects or works). Details of submission must be clearly stated in the Course Outline. It is the responsibility of the student, at all times, to maintain a backup copy of their assessment.

When submitting assessments electronically students will be prompted to acknowledge that the work submitted is their own (academic integrity declaration).

2.8.1 Electronic Submission

All assignments required to be submitted electronically must be submitted by the specified time on the due date indicated in the course outline, or on the course site, unless prior alternative arrangements have been made with the teacher.

In the unusual event of technical system failure, where students are unable to submit their work electronically, they are required to send an e-mail to their teacher explaining the problem. Where no other means of electronic submission are available, the teacher has the discretion, in consultation with the Program Convenor and Course Coordinator, to permit the student an extension of time to submit the assessment. This decision will be advised to the student by return email.

2.8.2 Text Matching Software

In most courses of study, Griffith College will use Text Matching Software (such as *Turnitin*) to electronically scan assessment submitted by students. This tool allows students to evaluate their own work prior to submitting a final copy, and teaching staff to compare assessment items of students to identify instances where work has been copied from another source without appropriate referencing, or without authority.

Students are encouraged to submit draft copies of their assessment to the Text Matching Software in order to obtain early feedback on weaknesses with the integrity of their work, and to take necessary actions to correct limitations prior to final submission of their assessment.

2.8.3 Late Submission

Failure to submit an item of assessment by the due date without an approval for extension of time from the relevant Course Coordinator may result in a penalty.

2.8.4 Penalties for Late Submission

An assessment item submitted after the due time on the due date set by the Course Coordinator, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5 percent (%) of the total weighted mark for the assessment item, for each calendar day that the item is late. Assessment items submitted more than seven calendar days after the due date will be awarded zero marks.

The table below outlines the appropriate application of this rule:

Days Late	Late Submission Penalty	Total Weighted Mark (Column x)	Calculation (Column y)	Fixed Mark Penalty $x*y$
1	5%	40	0.05	2
2	10%	40	0.10	4
3	15%	40	0.15	6
4	20%	40	0.20	8
5	25%	40	0.25	10
6	30%	40	0.30	12
7	35%	40	0.35	14
8+	Assessment task will not be marked			

2.9 Collection/Return of Assessment Items

Course Coordinators/Teachers collecting assessment items electronically through the Griffith College Digital Campus may choose to return the marked assessment item to the student electronically. Students will be notified of their marks via MyGrades through the Griffith College Digital Campus.

All marked assessments are automatically archived through the course site.

2.10 Extensions of Time for Assessments

At least 24 hours before the due date, a student may submit an Application for [Extension of Assignment Form](#) to their teacher on the grounds of serious illness, accident, disability, bereavement or other exceptional circumstances. Applications must be accompanied by valid supporting documentation and / or in accordance with the Griffith College [Medical Certificate Policy](#).

Teachers may grant extensions for particular assessments, for a period up to and including the date marked assignments are due to be returned to students.

2.10.1 Appeals Against Outcome

Students who feel that their case for extension has been unjustly considered by their teacher may appeal the decision under the provisions of the [Student Complaints and Appeals Policy](#).

2.11 Deferred Assessment

For particular types of assessments, a student may apply for a deferral if they were prevented from undertaking the assessment on the scheduled date. Deferrals apply to assessments, such as examinations, tests, quizzes, and seminar presentations, scheduled to occur on a particular date. Grounds for a deferral are outlined in the Griffith College [Deferred Assessment Policy](#).

2.12 Alternate Exam Sitting (Mid and Final Trimester Exams)

In exceptional circumstances where a student is unable to sit an examination at the scheduled time, the student may be granted an alternate examination sitting. An alternate examination sitting will be scheduled during the published examination period taking into account the circumstances of the student.

Please refer to the Griffith College [Alternate Examination Sittings Policy](#) for further information.

2.13 Additional, Alternative or Replacement Assessment

As per the Special Consideration Policy, a student may be permitted to undertake additional, alternative or replacement assessment within a course to demonstrate successful achievement of the major learning outcomes. Additional, alternative or replacement assessment will only be available where a student presents evidence to show that their performance has been significantly affected by serious illness, accident, disability, bereavement, or other exceptional compassionate or compelling circumstances.

2.13.1 Additional assessment

Additional assessment is any extra assessment required to be undertaken by a student to demonstrate achievement of learning outcomes for a course. Additional assessment may be required and provided where a student has had a substantial situation impact on their performance across the Trimester and where this situation has affected multiple assessments within the course.

A student will only be eligible for additional assessment where they have previously attempted all assessment within a course.

Additional assessment, wherever possible, should assess all learning outcomes for which the student has not demonstrated achievement. Successful completion of an additional assessment would normally be the achievement of a result greater than 50% of the available marks. A student is permitted only one attempt at an additional assessment.

A student completing an additional assessment may not be graded above the level of a Pass (P) grade.

A student may not defer additional assessment except in exceptional, compelling and compassionate circumstances, with the permission of the Griffith College Academic Director (or nominee). Generally, the College does not consider minor ailments as grounds for deferring Additional Assessment.

2.13.2 Alternative assessment

Document Name: Assessment Policy (GC)

Publish Date: 06-Sep-22

Information Classification: \Students\Assessment and Examinations\ Public

Page 9 of 13

Alternative assessment may replace an existing assessment piece within a course to account for and make proper accommodation for a student's particular circumstances. Alternative assessment may be provided where a student has a particular circumstance that can be accommodated with modifications to existing assessment.

Where possible an alternative assessment should be undertaken at approximately the same time as the standard assessment.

An alternative assessment will carry the same weighting as the standard assessment item and the marks awarded will be substituted for the standard assessment in the calculation of the final grade.

2.13.3 Replacement assessment

A replacement assessment will be substantially similar in form and content to the original assessment item but undertaken at a time different to the original assessment. A replacement assessment may be awarded where a student's previous attempt at an assessment item was substantially impacted on by a matter for which special consideration is warranted.

A student is only eligible for replacement assessment where they have previously attempted the original assessment item.

A replacement assessment will carry the same weighting as the original assessment item and the marks awarded will be substituted for the original assessment in the calculation of the final grade.

A student may not defer a replacement assessment except in exceptional, compelling and compassionate circumstances, with the permission of the Griffith College Academic Director (or nominee). Generally, the College does not consider minor ailments as grounds for deferring Additional Assessment.

2.14 Award of Grades

During the trimester, individual teachers communicate their evaluations of individual assessment items to students with reference to the criteria against which performance has been assessed. All teachers are normally expected to communicate the marks awarded for assessment items completed within trimester to students who are enrolled in their class within two weeks of student submission using the on-line grades system in the Griffith College Student Portal.

The use of the grading nomenclature (Pass, Credit, Distinction, etc.) in evaluating individual assessment items is not permitted since this may limit the ability of the Griffith College Assessment Committee to exercise its discretion in the award of the final grade.

A grade is awarded by the relevant Griffith College Assessment Committee and signifies the student's overall performance in the course.

Student's assessments are marked according to the following general descriptors. While grade nomenclature is not used to signify the level of students' achievement in within-trimester assessment, the description that accompanies each grade is a guideline to assist comparability across the College. However, these descriptions must be interpreted within the context of each course.

- High Distinction (HD) -

Complete and comprehensive understanding of the course content; development of relevant skills to a comprehensive level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and achievement of all major and minor objectives of the course

- Distinction (D) -

Very high level of understanding of the course content; 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 major and minor objectives of the course.

- Credit (C) -

High level of understanding of course content development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability; and achievement of all major objectives of the course; some minor objectives not fully achieved.

- Pass (P) -

Adequate understanding of most of the basic course content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability; and achievement of all major objectives of the course; some minor objectives not achieved.

- Non-graded Pass (NP) -

Successful completion of a course assessed on a pass/fail basis, indicating satisfactory understanding of course content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the course.

- Non completion (NC) –

Un-successful completion of a course assessed on a pass/fail basis indicating unsatisfactory understanding of course content; unsatisfactory development of relevant skills; unsatisfactory interpretive and analytical ability and achievement in all major objectives of the course.

- Marginal Fail (F3) -

Student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes close to the passing standard but insufficient to pass. Inadequate understanding of the basic course content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the course.

- Fail (F2) -

Student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes below the passing standard.

- Low Fail (F1) -

Student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes significantly below the passing standard.

The following grades may be awarded to a student who has failed to fulfil the requirements of particular course.

- Fail to submit (FS) -

Student did not present any work for assessment across an entire Trimester, to be counted as a failure grade of zero value.

- Withdraw with failure (WF) -

Student withdrew from the nominated course after the final date for withdrawal without academic penalty as defined in the “Change to Enrolment” policy. To be counted as a failure grade of zero value.

- Withdraw (W) -

The student has withdrawn from the course. This is NOT counted as failure and appears beside the course on the academic record when the withdrawal from the course is processed

administratively after the last date to remove a course without being liable for fees, up until the final date for withdrawal without failure.

2.15 Marks and Grade Cut-offs

Where marks are allocated to individual assessment items in order to facilitate the combination of the assessment of individual items to arrive at an overall grade, the Course Coordinator recommends the "Grade Cut-offs" as the manner of recommending the students' grades. The Griffith College Assessment Committee may vary the grade cut-offs and/or the grades recommended by the Course Coordinator. Where the grade cut-offs and/or the grades are varied by the Assessment Committee, the Course Coordinator will be consulted.

Because grade cut-offs may be varied from the standard grade cut-offs by the Assessment Committee, students must not be advised that a course will have pre-determined grade cut-offs. However, the normal grade cut-offs may be discussed with students as a guide.

2.16 Notification of Results

2.16.1 Within-trimester results

Students will normally be able to access their results for within-trimester assessment items through the course site within two weeks of the student submission of the assessment item ([Finalisation of Results Policy](#)).

Where a student has not submitted an assessment piece for evaluation, DNS (did not submit) will be recorded in place of a mark. A DNS record is valued at zero (0) marks.

In cases where a student submits an assessment item, but the mark for that item has not been determined by the time results are released to the broader course cohort, RW (result withheld) will be recorded in place of a mark.

In cases where a student submits an assessment item, and the item is under an academic integrity investigation, AI (academic integrity) will be recorded in place of a mark.

It is a student's responsibility to monitor their academic performance throughout the trimester and seek assistance from relevant Griffith College staff. Griffith College may provide a warning to students whose marks within a trimester are such that the student is at risk of receiving a failing grade if their academic performance fails to improve ([Program Progression Policy](#)).

2.16.2 Finals Results / Grades

Following approval of grades by the Griffith College Assessment Committee, students are notified of their results via publication on the Griffith College Student Portal.

In cases where a final grade has not been determined by the date of publication of final results, an RW will be recorded. This is common where a student's assessment may be under investigation for an alleged breach of academic integrity, or where the student has been approved to sit a deferred or supplementary assessment piece.

2.17 Academic Integrity

Except where otherwise specified in a Course Outline, the assessment task to be undertaken must be completed by students working individually.

While undertaking their studies at Griffith College, students must conduct their studies honestly, ethically, and in accordance with Griffith College's accepted guidelines of academic behaviour. Any form of academic behaviour that is in breach of these guidelines will be considered a breach of academic integrity, and an academic penalty will be imposed.

Further information regarding what Griffith College will consider a breach of academic integrity is available from the [Academic Integrity Policy](#).

3 Responsibilities

Responsibility	CDP	QCM	AD	DSAS	PC	PAC	AB	All
Maintain currency of policy	A	S	R	C	S	I	R	I
Approving Evidence of Learning requirements			A	S	R	I		S
Publishing of Course Outlines, which include the Evidence of Learning requirements	A		A	R	S	C	I	I
Teaching staff will advise students in Week 1 of the locations of Evidence of Learning requirements	A		R	S	R			I
Awarding of grades and final marks	A		R	S	C	C	I	
Reviewing appeals of grades	A	I	C	S	R		I	
CDP = College Director & Principal, QCM = Quality & Compliance Manager, AD = Academic Director, DSAS = Director, Student & Academic Services, DMA = Director, Marketing & Admissions, AB = Academic Board, All = Staff, PC = Program Convenor, PAC = Program Advisory Committee R = Responsible, A = Accountable, S = Supporting, C = Consulting, I = Informed								

4 Compliance

4.1 General

The Academic Director will ensure staff are informed about this Policy through staff meetings and other communications.

Students will be made aware of this Policy through the College website, digital campus, communication and support from Student and Academic Services, support and teaching teams.

4.2 Relevant Legislation

[Higher Education Standards Framework \(2021\) 1.4 Learning Outcomes and Assessment](#)

4.3 Review

This Policy is tested and reviewed at least every 24 months and when at the time of any changes to the regulatory compliance requirements, legislation, regulation and guidelines. This review process aims to ensure alignment to appropriate strategic direction of Griffith College and continued relevance to Navitas' current and planned operations.

4.4 Records Management

All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	Academic Director	Policy Hub	Permanently with control in place for revisions	Policy Hub archive