

1. Purpose

This Policy describes the standards and principles at Australian School of Accounting (ASA) for collecting relevant evidence and making informed judgements to evaluate student learning outcomes.

This Policy has been developed to ensure that all student assessment tasks are appropriately designed to determine the extent to which students have met the learning and skills outcome requirements in a unit outline with timings when due. This policy has also been developed to assist academic staff to make decisions about the performance of individual students within a unit, with a view to improving performance outcomes. ASA will endeavour to ensure that assessment is quality assured and based on a culture of academic integrity.

2. Principles

This Policy is informed by ASA’s commitment to a consistent, rigorous, constructive and transparent approach to student assessment.

3. Scope

This Policy applies to all staff and students of ASA.

4. Definitions

Term	Definition
Assessment	Is the judgemental act or process of determining whether the completed academic work satisfies required standards.
Assessment task	An item of academic work aligned with defined learning outcomes which enables students to demonstrate academic achievement, proficiency and capacity.
Assessment task (Formative)	Assessment tasks which support a student’s learning and progress against agreed standards.
Assessment task (Summative)	Assessment tasks which gauge the level of achievement of learning outcomes; used to determine a final mark or grade.
Examinations	Assessment tasks which are time-limited; normally conducted under invigilation.
Final Examinations	Summative assessments held during a designated examination period at the conclusion of a unit.
Grade	A student’s cumulative level of achievement. The final grade represents a student’s overall performance in a unit.
Learning Outcomes	What students are expected to know, understand and be able to demonstrate on completion of a unit or course.

Moderation	A quality assurance process aimed at ensuring that assessment design, tasks and marking are consistent, valid and reliable.
Special Consideration	Consideration of circumstances beyond the control of the student, which have had an adverse effect on a student's work or capacity to work.

5. Policy

5.1 Assessment Rationale

Australian School of Accounting recognises that assessment plays an integral part in engaging and supporting students in their learning and ensuring that learning outcomes are being achieved.

Australian School of Accounting recognises that assessment plays an integral part in engaging and supporting students in their learning, and in assisting academic staff to make decisions about the performance of individual students within a unit.

Assessment aims to:

1. promote, enhance and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant;
2. measure and confirm the standard of student performance and achievement in relation to defined learning objectives;
3. reward student effort and achievement appropriately;
4. provide relevant information to inform ongoing evaluation; and
5. improve the quality of the curriculum and the effectiveness of the teaching and learning process.

Assessment aims to:

1. be mapped against unit/course learning outcomes and graduate attributes, to engage students in productive learning, inform teaching and learning practices, improve the quality of the curriculum, provide comprehensive certification of student achievement, and maintain academic and disciplinary standards;
2. incorporate an appropriate and authentic variety of assessment modes and types across the course that apply theories, concepts, and/or current developments in the discipline and be accessible and fair to individual students and students working in groups with different learning styles, and allow all students to be familiar with requirements yet remain sufficiently challenged;
3. promote, enhance, and improve the quality of student learning through reflection and feedback that is clear, informative, timely, constructive and relevant;
4. measure and confirm the standard of student performance and achievement in relation to different needs and learning styles of the students;

5. ensure that the assessment load of each unit is fair and reasonable for student improvement and reflection, academic integrity is maintained, assessment rubric is available for each assessment modes and types, low-risk assessments are due in first few weeks of each unit and at-risk students be directed to appropriate support available; and
6. continuously evaluate and improve the quality of the curriculum and exercise higher levels of thinking and professional autonomy in a way that contribute to real-world or professional practice.

5.2 Assessment Task Design

The design of assessment tasks at ASA will:

1. be consistent with the Australian Qualifications Framework and the Higher Education Standards;
2. explicitly reference pre-determined criteria and standards that reflect the desired learning outcomes;
3. be based on appropriateness and relevance to unit and course learning outcomes;
4. encourage effective student learning;
5. enable students to develop and demonstrate acquired knowledge and skills;
6. ensure equitable and appropriate workloads;
7. be carefully sequenced so that the timing and weighting in the context of the course is appropriate; and
8. permit objective measurement of achievement.

As far as possible, ASA will provide students with feedback which enables them to understand the reason for their results. ASA will provide students with constructive, timely and meaningful written feedback on all assessment components reflecting the assessment marking criteria or rubrics (excluding final examinations) which enables them to understand the reason for their results. Usually, one or more assessment tasks should be set, submitted, marked and returned to students by the mid-point of a unit. Although students need regular feedback on their progress, set assessment tasks should be kept to the minimum that is sufficient to enable students to make judgements about their progress.

Assessment tasks should be designed carefully, first, to keep in proportion student time commitment and the weight of the assessment task in the overall assessment, and second, to reflect, as far as possible, the importance of each task in determining the effectiveness of students' having met the unit/course learning outcomes and graduate attributes, applied theories, concepts, and/or current developments in the discipline, informed teaching and learning practices, provided comprehensive certification of student achievement, and maintained academic and disciplinary standards. This might mean that an important task, such as a final examination, is weighted heavily (at least 50%) and met the whole unit/course learning outcomes and graduate attributes. Extra care should be taken to avoid

the imposition of an overly heavy imbalance of assessment load toward the second half of the study period. Assessment should reflect both the level of the unit (100, 200, 300) and the credit points assigned.

It is important that academics change the discipline appropriate and practice-oriented assessments in every offered unit. Pre-assessment moderation should be completed prior to the commencement of each quadmester to minimise the potential for plagiarism. This includes confirming the validity, reliability, objectivity, inclusivity, and feasibility of these discipline appropriate and practice-oriented assessments through designing the task-specific rubrics to map with the unit learning outcomes.

Normally, one or more formal assessment tasks worth of 15 percent should be set, submitted, marked, and returned to students by week four (4) or week five (5) of the quadmester of a unit. However, there should be some arrangements in place to conduct informal in-class assessments during week two (2) or week three (3) tutorials of the quadmester to ensure that we test a student's understanding of the subject matter in the beginning stage of the quadmester, provide feedback to the student and identify and begin early intervention for those identified students at risk. Although students need regular feedback on their progress, set assessment tasks should be kept to the minimum that is sufficient to enable students to make judgements about their own learning progress preferably at the end of week eight (8) of the quadmester. Submission dates for assessment tasks should be well separated in time to give students periods of time for self and peer reflective learning that are free from the pressure engendered by a looming deadline. However, it requires a careful planning and co-ordination across units by spreading the assessment submission deadlines to alleviate the possibility of a student having a heavy assignment load of all submissions due at the same time.

Students are required to submit assessment items at the time and date specified in the Unit Outline, and Canvas (Learning Management System). It is the responsibility of the unit coordinator to ensure that these submission deadlines are consistent across the Unit Outline, and Canvas (Learning Management System). Assessment items submitted after the due date will be subject to a penalty unless the student has been given prior approval in writing for an extension of time to submit that item.

It is important to note that the completion and return of at least one assessment should be done by week 4. For example, the assessment submission deadlines are spread in such a way that out of two subjects that students enrolled, Mid-quadmester Test is due in Week 5 (outside the class timings covering the content from week 1 to 4) and one individual essay/report is due at the end of week 4 (covering the content from week 1 to 4). In addition, there should be pre-assessment and post-assessment moderation mechanisms in place to ensure that the examination questionnaire papers are assessed by at least 2 people, the examiner and co-examiner prior to the students sitting the exam and that the answer papers are sample checked by the co-examiner.

Assessments should be submitted in the form specified in the Unit Outline and Canvas. Where assessment items are submitted electronically, the date and time the email was

received will be considered the date and time of submission and allowed for text matching including the use of plagiarism detection software Turnitin. Written papers or other physical submissions are to be time and date stamped as a record of receipt and authoritative proof.

ASA requires that the submitted assessments are the work of an individual student or students working in groups as specified in the unit statement. ASA requires the student to confirm this fact by the mandatory requirement for the student to fill in the Assessment Cover Sheet which requires the student to complete and then sign a Declaration and Statement of Authorship.

Apart from examination scripts, all assessed work should be returned to the student within one (1) weeks of submission of an assessment. The student has the right to query or seek clarification on an assessment result.

Detailed marking guides, or rubrics, will be used to delineate the various levels of student performance as well as the corresponding grade that will be awarded according to the Grading Schedule (refer Appendix A – Grading schedule).

Standards used in guides and rubrics will be sufficiently detailed so that students can see how they might improve the quality of their performance.

Overall student performance in individual units shall be graded in accordance with the *Grading Schedule* (see Appendix A).

Where a student is awarded the grade of SX the student may be offered the option of sitting a supplementary exam, which must be conducted according to the procedures described in the *Student Assessment Procedure*.

The Academic Dean reserves the right to not award a Supplementary Exam if the student has not completed or attempted to complete all other assessment items for that unit.

No single assessment task can be worth more than 60% of a unit, unless required by an external accrediting body.

Where an assessment is worth more than 30% the following considerations need to be added into the assessment item. Formative feedback must be provided to the students in week 2 or 3 from the lecturer with no marks attached to direct the student on the right path for that particular assessment item. If the assessment is made up of multiple parts the marks must be listed accordingly – for example 40% = group report 25%, presentation 10% and individual assessment 5%.

A unit will normally have three (3) assessment tasks. However, in circumstances where there is limited face to face delivery a Discussion Forum may be added for further engagement with students over the quadmester and Presentations will be recorded on

video. Any variation to this number of assessment items must be approved by the Academic Dean.

Students must achieve at least 40% of the total marks in Final Exams and at least 50% of the total marks to pass each unit.

5.3 Forms of Assessment

Forms of assessment will include both formative and summative assessment, together with critical reflection on the outcomes of assessment tasks. Assessment modes may include:

1. Discussion Forums
2. Essays.
3. Reports.
4. Case studies.
5. Literature reviews.
6. Presentations (oral and/or written).
7. Collaborative work.
8. Examinations.
9. Quizzes.
10. Practical Exercises.
11. Reflective journal

5.4 Non-Credit Formative Assessment

To encourage student engagement 100 level and 200 level units of study are to include a non-credit formative task. This assessment will have no weighting and must be applied within the first three weeks of a quadmester, that is, before Week 4.

5.5 Assessment Moderation

In the interests of ongoing quality assurance, the efficacy and integrity of assessment practices will be regularly reviewed to identify any issues or areas for improvement. Moderation will be specifically applied to assessment task design, development of marking rubrics, and post-marking evaluation. Refer to ASA's *Moderation Policy* and Procedure for details.

Data on rates of retention, progression and completion of the student cohorts will be retrieved from the Meshed (SMS) by the Student Administration Manager and provided to the Academic Dean, who will also retrieve from the Canvas (LMS) the final assessment results for the previous quadmester and early assessment results for the current quadmester. The Academic Dean will report on these matters to the Academic Board each quadmester after the information has been reviewed by the Learning and Teaching Committee.

Refer to the *Student Progression and Exclusion Policy* for more details.

5.6 Confidentiality

The administration and recording of student assessment, as well as disclosure and access to results, will at all times be subject to principles of privacy, confidentiality and security.

5.7 Academic Integrity

In the interests of academic integrity, students are required to abide by both the *Student Code of Conduct* and *Student Academic Conduct Policy and Procedure* in undertaking all assessment tasks. ASA will use plagiarism detection software for electronic assessment items.

To ensure the assessment integrity the assessors responsible for assessment design and conduct must consider assessment integrity and security to minimise the possibility of impersonation and cheating through rigorous internal and external moderation and validation processes.

6. Specific Related Documents

Student Assessment Procedure
Student Progression and Exclusion Policy
Student Assessment Appeals Policy
Assessment Moderation Policy and Procedure
Student Academic Conduct Policy
Student Code of Conduct

7. Relevant Legislation

Higher Education Standards Framework (Threshold Standards) 2021

8. Version control

Document		Student Assessment Policy			
Approved by		Academic Board		Date: 10 August 2022	
				Next review	2025
Version #	5.0	Replaces Version #	4.1	Academic Board approval	
	4.1		4.0	Update to 5.4 Non-Credit Formative Assessment	
	4.0		3.2	Academic Board approval	
	3.2		3.0-3.1	Updates to assessment	
	3.0		2.1	Academic Board approval	
	2.1		2.0	New Course accreditation	
	2.0		1.5	Academic Board approval Next review	2023
	1.5		1.4	Assessment issues CRICOS RFI	
	1.4		1.3	In response to TEQSA report	
	1.3		1.2	Style review	
	1.2		1.1	Project Manager review Next review	2020
	1.1		1.0	Academic Board review	
	1.0		0.3	Academic Board approval	
	0.3		0.2	Academic Board review	
	0.2		0.1	Policy and procedure separated	
	0.1		00	Generic	

APPENDIX A – GRADING SCHEDULE

Grade	Definition
High Distinction HD Mark range: 85% and above	Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit.
Distinction D Mark range: 75-84.9%	Very high level of understanding of the unit 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 comprehensive achievement of all major and minor objectives of the unit.
Credit C Mark range: 65-74.9%	High level of understanding of the unit 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 unit; some minor objectives not fully achieved.
Pass P Mark range: 50-64.9%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not achieved.
Non-graded Pass NGP	Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the unit.
Fail F Mark range: below 50%	Inadequate understanding of the basic unit 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 unit.
Fail – not all assessment submitted FNS	Did not complete all summative assessment tasks.

Grade	Definition
Fail- Exam Hurdle (FEH)	Student did not reach final exam hurdle of 40%.
Grade Pending GP	A final grade is yet to be awarded for the unit. This is a temporary grade only and must be finalised before the end of the following quadmester.
Supplementary Exam SX Mark range: 45-49.9%	A final grade is yet to be awarded for the unit as a supplementary exam has been approved. This is a temporary grade only and must be finalised before the end of the following quadmester.
Withdraw With Failure WF	Cancelled enrolment in the unit after the final date for withdrawal without failure. Cancelled enrolment in the unit for non-payment of fees.
Withdraw Without Failure AW	Cancelled enrolment in the unit before the final date for withdrawal without failure. This grade may also be awarded to students who withdraw from a unit after the withdrawal date under special or compassionate circumstances. In these cases, the grade is awarded at the discretion of the Academic Board. A unit with the grade of AW does not appear on a student's academic transcript.
Advanced Standing AS	Credit has been granted for the unit following an application and approval for Advanced Standing.