

1. Purpose

The *Assessment Procedures* describe the responsibilities and roles of academic staff and students in meeting the purpose and objectives of Sheridan Institute of Higher Education (SIHE)'s *Assessment Policy*.

2. Audience

Academic Staff, Students

3. Responsibilities

1. Academic Principal

The responsibility of the Academic Principal, in partnership with Academic Deans, Unit Coordinators and lecturers, is to ensure:

- 1.1 lecturers and students are informed about the rules for progression in courses.
- 1.2 there is a shared understanding of standards and expectations in regard to assessment.
- 1.3 assessment standards are regularly benchmarked against those of peer providers.
- 1.4 assessment tasks are aligned with course and unit learning outcomes.
- 1.5 a diverse range of assessment tasks are included in each course.
- 1.6 assessments in each unit are monitored for workload, effectiveness, and consistency.
- 1.7 students receive constructive and timely feedback (within two weeks) about their assessment tasks.
- 1.8 examinations are well managed.
- 1.9 grading criteria and standards are applied accurately, fairly, and consistently.
- 1.10 a consistent approach is adopted to instruct students about academic integrity and manage instances of academic misconduct.
- 1.11 assessment information, resources, and procedures are available to students and staff.

2. Lecturers

Lecturers have a responsibility to:

- 2.1 ensure assessments are aligned with unit learning outcomes.
- 2.2 communicate assessment expectations clearly in the first class of each unit and be available during the semester to discuss students' questions about assessment.
- 2.3 ensure students have access to the resources needed to complete assessment tasks.
- 2.4 ensure students are familiar with the requirements for demonstrating academic integrity.
- 2.5 set a minimum of two and a maximum of four assessments during the semester, with the first assessment due in the first half of the semester.
- 2.6 be alert to plagiarism including using plagiarism detection software.

- 2.7 give timely and constructive feedback on work submitted.
- 2.8 enter and publish scores in Marksbook.
- 2.9 review assessment tasks and discuss improvements with the Academic Dean.
- 2.10 keep confidential records of student achievement including a backup of marks awarded and any intervention strategies.
- 2.11 evaluate their own performance as lecturers and seek peer feedback including through performance appraisal.
- 2.12 cooperate with the Academic Principal in the investigation of any grievance raised by students.

3. Students

Students have a responsibility to:

- 3.1 be aware the major objective of assessment is to aid learning rather than merely to achieve grades.
- 3.2 be informed about the rules for progression in their course.
- 3.3 behave ethically and responsibly in their conduct of assessment tasks and to be aware of SIHE's *Academic Integrity Policy*.
- 3.4 submit written assessments through Turnitin in Canvas.
- 3.5 submit work on time, ensuring it is their own work except when shared ownership is part of the task.
- 3.6 notify the lecturer as soon as possible if difficulties arise with timing, resources, or with understanding studies or tasks.
- 3.7 use assessment to engage in self-evaluation in terms of course progression and achieving learning goals.
- 3.8 be aware of SIHE's *Assessment Policy*, *Examination Policy*, and *Student Grievance Policy*.

4. Assessment Design and Scope

SIHE lecturers must use a range of approaches to assessment. The key criterion for the choice of assessment task and method is curriculum alignment, in which assessment tasks relate in mode and substance to unit learning outcomes. Assessment tasks must provide students with opportunity to demonstrate the unit learning outcomes.

Unit outlines provided to students at the commencement of each semester must include a detailed description of each assessment task, its relative weighting, the criteria by which it will be evaluated, submission modes and due dates, relevant resources, and related advice.

Unit assessment packages are approved in the course accreditation process as representing generally agreed workloads and standards for each unit. Students must submit all assessment tasks to qualify for a passing grade in the unit. The nature of assessment tasks varies widely across the different disciplines and can feature a variety of media.

Assessment design should be developmental and progressively increase complexity, challenge, and independence in learning. Assessments may require individual work and/or group work. The following types of tasks may be considered for assessing SIHE units and courses.

- Briefs (industry-related)
- Critiques/evaluations/peer and self-assessments
- Essays
- Examinations/tests/quizzes
- Field work
- Gamification
- Interviews/survey instruments

- Literature surveys/annotated bibliographies
- Maps/diagrams/concept drawings/technical structures
- Portfolios
- Projects (research/creative)
- Reports/research
- Research project proposals
- Reviews/responses/observations/journals/summaries
- Role plays/simulations
- Seminars/presentations
- Teaching practice
- Teaching programs/lesson plans/curriculum units
- Teaching resource packages
- Technical assessments
- Workshops

Lecturers are expected to give students constructive feedback on assessment tasks in a timely manner in order to assist students to identify their strengths, address misconceptions and gaps in their understanding, and identify strategies for improvement.

5. AQF Grade Descriptors

The grade descriptors from the Australian Qualifications Framework (AQF) provide guidance with what to expect of graduates at each level. (See Appendix A).

6. Moderation

Every semester external moderation will take place (refer to *Assessment Policy*). The major assessment in each unit will be moderated externally by experienced academics with AQF+1 qualifications on a rotational cycle such that each unit is externally moderated once in three years. Internal moderation will take place in all other teaching cycles. Moderation activity will include pre-checking the structure, rigour and standard of the planned assessment and reviewing the marking of completed assessments. The Academic Deans will oversee the moderation process and submit a moderation report to the Academic Principal after each teaching period summarising the outcomes of the moderation activity. The Academic Principal will submit an annual moderation report to the Academic Council.

In some disciplines the moderators attend students' public performances, oral presentations, or the final assessments of folios, artworks, and exhibitions, and may have input to the final grades awarded. Where no moderator can be present during an oral presentation weighted greater than 10%, an audio recording of the presentation must be made available to the moderator.

The reports of the moderators containing their recommendations for raising or lowering the marks of students and their observations about the quality of the assessment and marking at SIHE are submitted to the Academic Deans at the conclusion of each learning period and before results are finalised. The Academic Deans oversee the moderating of final grades which are confirmed and published by the Board of Examiners. These grades may, at times, vary from the marks issued by lecturers.

7. Related Aspects of Assessment

1. Special Needs

Students who require extra-ordinary support to complete their studies may apply for or be recommended to apply for intervention by way of an Equal Opportunity in Education plan. For more details refer to the *Equal Opportunity in Education Statement*.

2. Late Submissions

The due dates for assessment tasks are published in the unit outline. Late submissions will incur a penalty of a 5% deduction per day of the maximum mark possible. A weekend counts as two days. Students may receive a score of zero if work is submitted more than one week late.

3. Extension Application

Students may apply to their lecturer for an extension based on extenuating circumstances, (e.g. illness or compassionate grounds).

3.1 An *Application for an Extension* form can be downloaded from Canvas, Student Services SS101.

3.2 Applications should be submitted prior to the due date of the assessment.

3.3 Approval of the application is at the discretion of the lecturer.

4. Resubmissions

A student may be invited to resubmit an assessment task where the lecturer deems it important to support the student's learning and progress, and where it does not disadvantage other students or interfere with unit marking deadlines. Resubmission is not allowed if the original assignment was submitted late. A resubmitted task can only be awarded a maximum of 50% Pass.

5. Alternative Examination Arrangements Application

Students may submit to their Academic Dean an *Application for Alternative Examination Arrangements* based on extenuating circumstances (e.g. illness or compassionate grounds).

5.1 An *Application for Alternative Examination Arrangements* form can be downloaded from Canvas, Student Services SS101.

5.2 Applications must be submitted by or before the last teaching day of the current semester.

5.3 Applications relating to temporary injury/illness must be submitted no later than three business days after the examination.

5.4 The outcome and alternative arrangements, if applicable, will be advised via email.

6. Re-marking

A student may request an assessment be re-marked by emailing the request to their Academic Dean. The Academic Dean will oversee the process and confirm the final score with the student and the relevant lecturer based on feedback from the second marker.

7. Appeals process

Any appeal must be lodged in writing by the student within two weeks of the posting of the results. In extenuating circumstances, the time for the appeal may be extended with the authorisation of the Academic Principal. If an appeal is made against a passing grade, an administrative fee may be charged. Materials related to an academic grievance are held in confidential storage for up to 12 months after the appeal is resolved. See *Student Grievance Policy*.

8. Privacy

Written assignments are generally submitted online and are held confidentially by lecturers during the assessment process.

Materials related to an academic grievance are held in confidential storage for up to twelve months after the appeal is resolved.

8. Appendix A: AQF Grade Descriptors

Grade	Level 5 – Diploma	Level 6 - Associate Degree
Pass	<p>The student</p> <ul style="list-style-type: none"> - makes basic attempts to engage with primary sources including case studies, - evidences a basic understanding and application of the foundational features of the discipline as that intersects with the topic, and - shows an awareness of relevant scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a limited ability to engage with primary sources including case studies, - has begun to grasp and apply the foundational features of the discipline as that intersects with the topic, and - evidences engagement with a range of scholarly viewpoints.
Credit	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a limited ability to engage with primary sources including case studies, - has begun to grasp and apply the foundational features of the discipline as that intersects with the topic, and - evidences engagement with a range of scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates sound ability to engage with primary sources including case studies, - evidences a sound grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences sound ability to critically evaluate a range of scholarly viewpoints.
Distinction	<p>The student</p> <ul style="list-style-type: none"> - demonstrates sound ability to engage with primary sources including case studies, - evidences a sound grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences sound ability to critically evaluate a range of scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a pronounced ability to engage with primary sources including case studies, - evidences a pronounced grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences a pronounced ability to critically evaluate a range of scholarly viewpoints.
High Distinction	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a pronounced ability to engage with primary sources including case studies, - evidences a pronounced grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences a pronounced ability to critically evaluate a range of scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced ability in the analysis of primary sources including case studies, - evidences an advanced grasp and application of the foundational features of the discipline as that intersects with the topic, and - exhibits an advanced ability to critically evaluate a range of scholarly viewpoints.
Grade	Level 7 - Bachelor Degree	Level 8 - Graduate Certificate & Graduate Diploma
Pass	<p>The student</p> <ul style="list-style-type: none"> - demonstrates sound ability to engage with primary sources including case studies, - evidences a sound grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences sound ability to critically evaluate a range of scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a pronounced ability to engage with primary sources including case studies, - evidences a pronounced grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences a pronounced ability to critically evaluate a wide range of scholarly viewpoints.

Credit	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a pronounced ability to engage with primary sources including case studies, - evidences a pronounced grasp and application of the foundational features of the discipline as that intersects with the topic, and - evidences a pronounced ability to critically evaluate a wide range of scholarly viewpoints 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced ability in the analysis of primary sources including case studies, - evidences an advanced grasp and application of the foundational features of the discipline as that intersects with the topic, and - exhibits an advanced ability to critically evaluate a wide range of scholarly viewpoints.
Distinction	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced ability in the analysis of primary sources including case studies, - evidences an advanced grasp and application of the foundational features of the discipline as that intersects with the topic, and - exhibits an advanced ability to critically evaluate a wide range of scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced ability in the analysis of primary sources including case studies, - evidences an advanced grasp and application of the foundational features of the discipline as that intersects with the topic, and - exhibits an advanced ability to critically evaluate a wide range of scholarly viewpoints such that genuinely independent scholarly judgments begin to emerge.
High Distinction	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced ability in the analysis of primary sources including case studies, - evidences an advanced grasp and application of the foundational features of the discipline as that intersects with the topic, and - exhibits an advanced ability to critically evaluate a wide range of scholarly viewpoints such that genuinely independent scholarly judgments begin to emerge. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a superior ability in the analysis of primary sources including case studies, - evidences a superior grasp and application of the foundational features of the discipline as that intersects with the topic, and - exhibits an advanced ability to critically evaluate and empathically assess a wide range of scholarly viewpoints such that genuinely independent scholarly judgments begin to be developed.
Grade	Level 9 - Masters (Coursework)	Level 9 - Masters (Research)
Pass	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a pronounced grasp of a complex body of knowledge in one or more disciplines and/or area of professional practice, and - exhibits a pronounced ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a pronounced grasp of a complex body of knowledge in one or more disciplines and/or area of professional practice, - exhibits a pronounced ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints, and - demonstrates a sound grasp of research principles and methods applicable to the discipline and its professional practice.

Credit	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced grasp of a complex body of knowledge in one or more disciplines and/or area of professional practice, and - exhibits an advanced ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints such that genuinely independent scholarly judgments begin to emerge. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates an advanced grasp of a complex body of knowledge in one or more disciplines and/or area of professional practice, - exhibits an advanced ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints such that genuinely independent scholarly judgments begin to emerge, and - demonstrates a pronounced grasp of research principles and methods applicable to a field of work and/or learning.
Distinction	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a superior ability in the analysis and critique of a complex body of knowledge in one or more disciplines and/or area of professional practice, - exhibits a superior ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints, and - evidences a pronounced ability to begin to develop genuinely independent scholarly judgments in a select area of study. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a superior ability in the analysis and critique of a complex body of knowledge in one or more disciplines and/or area of professional practice, - exhibits a superior ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints, - evidences a pronounced ability to begin to develop genuinely independent scholarly judgments in a select area of study, and - demonstrates an advanced grasp of research principles and methods applicable to a field of work and/or learning.
High Distinction	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a highly superior ability in the analysis and critique of a complex body of knowledge in one or more disciplines and/or area of professional practice, - exhibits a highly superior ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints, and - evidences a superior ability to develop genuinely independent scholarly judgments in a select area of study. 	<p>The student</p> <ul style="list-style-type: none"> - demonstrates a highly superior ability in the analysis and critique of a complex body of knowledge in one or more disciplines and/or area of professional practice, - exhibits a highly superior ability to apply established theories and critically analyse, reflect on and synthesise complex information drawn from a wide range of scholarly viewpoints, - evidences a superior ability to develop genuinely independent scholarly judgments in a select area of study, and - demonstrates a superior grasp of research principles and methods applicable to a field of work and/or learning.

9. Appendix B: Document History and Version Control Record

Document Title: SIHE Assessment Procedures

Source Documents: *Adapted from*
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 Policy
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)

Authorised Officer: Chairperson, Academic Council

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0.01	16 June 2022	Teaching and Learning Sub-committee	Draft prepared for Sheridan Institute of Higher Education