
Assessment Policy

Version: 1.1
Approved by: GIA Academic Board
Approval Date: 26/02/2024
Publication Date: 26/02/2024
Duration: 3 Years from Approval Date
Sponsor: General Manager, Education, or delegate

ABN 49 008 615 950
TEQSA PRV12019

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Assessment Policy

Policy Statement

The Governance Institute of Australia's (hereafter referred to as Governance Institute) Assessment Policy provides an overarching approach to assessment for higher education award courses. Governance Institute's education offerings are delivered under the brand Governance Academy.

Aims and Objectives

1. Governance Institute uses a criterion referenced approach to student assessment. Criterion referenced assessment requires that criteria be identified so that students know the level of performance required for each assessment task in order to meet the subject learning outcomes.

Overview

2. This policy must be read and understood in conjunction with Governance Institute academic policies, including, but not limited to the:
 - a. Award Courses and Subjects Approval Policy;
 - b. Examinations Policy;
 - c. Graduate Attributes Policy;
 - d. Graduation and Awards Policy;
 - e. Review of Grade Policy;
 - f. Special Consideration Policy; and
 - g. Student Academic Misconduct Policy.

Definitions

3. For the purpose of this policy:

- **Assessment rubric:** a criteria-based marking tool that supports transparency and consistency in marking practices and provides guidance to students on the levels of academic attainment required for each assessment criteria for each grade across the Institute's grading scale (refer to Final Grades in Table 1).
- **Assessment tasks:** include, but are not limited to presentations, assignments and examinations;
- **Supplementary assessment:** awarded to a student by a panel of the Course Management Sub-Committee following a successful Review of Grade where the final grade will be either a Pass or Fail and the final mark capped at fifty percent (50%).
- **Academic integration plan:** an individual plan developed to support students with special needs such as longer-term illness, disabilities or ongoing severe disruptive circumstances; or for students identified at academic risk.
- **Criteria:** are specific performance attributes or characteristics that the assessor takes into account when making a judgement about the student response to the different elements of the assessment task, which is outlined in an assessment rubric for each assessment item.
- **Fair assessment:** is assessment that is feasible for the students' level of progression through their course, has transparent processes (i.e., marked according to articulated criteria) and provides timely and constructive feedback.
- **Moderation:** means regulating the marking of individual markers to achieve consistency in the application of marking criteria.
- **Threshold requirement:** a component of a subject that must be passed in order to pass the subject; and
- **Valid assessment:** refers to the explicit and clear alignment between subject learning outcomes and the assessment methods used to measure student achievement of those outcomes (constructive alignment).

Procedures

4. At Governance Institute, assessment is based on established criteria, not ranking, and will:
- a. guide and encourage effective student learning. Assessment tasks will align with subject learning outcomes which reflect module objectives and relevant graduate attributes;
 - b. fairly, validly and reliably measure student performance against subject learning outcomes; and
 - c. define and maintain academic standards.

5. Each subject will have:
- a. subject learning outcomes that support the relevant course learning outcomes, and have been informed by Governance Institute graduate attributes in the context of the overall course and the discipline area;
 - b. assessable tasks developed to measure student achievement of subject learning outcomes (constructive alignment). The logic of the assessment tasks will be explained to the students in the form of a rationale; and
 - c. clear criteria developed for each assessment task, based on the subject learning outcomes that will include an assessment rubric published in the Subject Learning Guide. These criteria will be described so that students are informed about the level of performance required for each assessment task.

Assessments

6. The number and nature of assessment tasks will be consistent with the subject documentation approved through the Courses and Subjects Approvals process. Variations will only be permitted to the extent that they are permitted by the Courses and Subjects Approvals process.
7. Threshold requirements may be set for individual subjects where they are included in the approved subject documentation. Where threshold requirements are not met and:
- d. the student has achieved a total mark of 50 or more for the subject, the appropriate grade is Compulsory Fail;
 - e. the student has failed the subject overall, the appropriate grade is Fail.

Moderation

8. Moderation will occur:
- a. before marking assessment tasks to ensure moderators have a shared understanding of the marking criteria and assessment rubric; and

- b. after marking to ensure moderators have applied the criteria validly and consistently. This may include:
- spot checking at random;
 - double marking; and
 - reviewing borderline results.

Attendance

9. Governance Institute expects academic staff to encourage students to regularly and actively participate in scheduled educational activities (such as tutorials and online discussions). For assessment purposes, marks may not be awarded for attendance alone.

Late Submission of Assessments (Excluding Examinations)

10. Extensions may be given by the Education Department for a maximum period of two weeks beyond the submission date due to a student's serious misadventure, accident or other extenuating circumstances. Students must email the Education Department prior to the due date of the assessment.

Deferred Examinations

11. A deferred examination is a late examination conducted after the timetabled final examination due to a student's serious misadventure, accident or other extenuating circumstances, either prior to or during an examination. (See Examinations Policy)

Number and Weighting of Assessments

12. Assessments that carry a weighting towards the final mark for the subject will be advised in the Subject Learning Guide and will be consistent with the documentation approved through the Courses and Subject Approvals process.
13. Determining the amount of assessment given should rely on a balance between effective measurement and effective learning; assessment tasks should be comprehensive enough to measure achievement, but not so excessive as to detract from learning.

14. Normally there will be more than one assessment task from which the final mark and grade for a subject is derived. A specific weighting for each item of assessment must be nominated (e.g.: 25%). The weighting will not be expressed as a range (e.g.: between 20 and 35%).
15. The maximum weighting for any one item of assessment will be 60% unless otherwise approved by the Academic Board through the Courses and Subjects Approval process.
16. Governance Institute reserves the right to require a student to achieve a nominated threshold mark in a particular assessment task or tasks in order to pass a subject (even if the total mark achieved is more than 50%). Where this is the case, it will be clearly stated in the documentation approved by the Academic Board through the Courses and Subjects Approvals process for the subject and on the information provided to the student in the Subject Learning Guide.

Final Grades

17. Students will be advised in the Subject Learning Guide how all final marks and grades are to be determined.
18. Normally a student will receive a final mark and grade in relation to how well they have performed against the assessment criteria (Table 1 below).
19. Where a final mark is awarded, it will be in the range 0 to 100%.

Table 1 — Final Grade for Subjects

Grade	Percentage/Descriptor
High Distinction	85–100 [H]
Distinction	75–84 [D]
Credit	65–74 [C]
Pass	50–64 [P]*
Fail	0–49 [F]
Compulsory Fail	Student has failed a threshold assessment component(s) of the subject, but has achieved a total mark of 50 or more for the subject [CF]
Absent Fail	Student has not officially withdrawn from the subject, or has withdrawn from the subject after the census date (withdrawn without academic penalty does not apply), and has failed to complete one or more of the mandatory assessment requirements for the subject [AF]
Advanced Standing — Specified	Academic credit for specified subjects [AS]
Advanced Standing — Unspecified	Academic credit for unspecified (elective) subjects [AU]
Withdrawn (without academic penalty)	Student withdraws from the subject having provided evidence of serious illness or misadventure experienced after the relevant census date [WD]

* Marks awarded for passing a supplementary assessment are capped at 50%

Review of Grade

20. Students will be provided with criteria for each assessment task prior to the task being undertaken. Upon receipt of their marked mid-semester assessment task, it should be clear to the student, based on their performance against the assessment criteria, why they achieved the mark/grade given, and how they could have achieved a better mark/grade. Academic staff will provide general feedback to the student cohort on performance in end-of-semester examinations.
21. If a student believes there are grounds for a review of grade, they may apply at the end of the teaching session under the provisions of the Review of Grade Policy.

Matters Affecting Assessment — Special Consideration

22. Governance Institute recognises that there will be circumstances beyond a student's control that may impact adversely on their performance. Under such circumstances, a student may make application for Special Consideration for the assessment task/s so affected. Definitions of misadventure and extenuating circumstances relevant to special consideration are provided in the Special Consideration Policy.

Roles and Responsibilities

Responsibility for Assessment

23. It is the responsibility of the Academic Board, managed by the General Manager, Education, and for the Academic Leads to confirm that:
- a. assessment methods and practices of all academic staff comply with this policy and other related Governance Institute policies;
 - b. correct and timely processes are followed;
 - c. quality processes are implemented to:
 - ensure timely and constructive feedback on assessment tasks; and
 - promote consistency in marking standards across subjects and courses.
 - On the recommendation of the Course Management Sub-committee, of the Academic Board, the Academic Board will receive a report that includes a review of assessment design with benchmarking against courses of a comparable field of education and AQF level;
 - d. assessment tasks are aligned with subject learning outcomes and course learning outcomes that provide students with a range of experiences in assessment, and are implemented on a whole of course basis; and
 - e. assessment tasks are staged so that students are not over-loaded and have sufficient time to absorb and make use of assessment feedback prior to the final assessment task in the subject, normally an examination. Ordinarily one assessment task will be administered within the first half of the teaching session.

Academic Staff

24. Academic staff carry out their teaching responsibilities under the authority of the Academic Board. The delegated academic authority, supported by the Education Department, is responsible for:
- a. providing students with a subject learning guide in accordance with the Subject Learning Guides Policy;
 - b. ensuring assessment tasks are designed to measure students' achievement of relevant subject learning outcomes;
 - c. developing clear criteria against which the level of student performance in the assessment task can be measured; and
 - d. ensuring any Academic Integration Plans are taken account of in the assessment processes.
25. In developing assessment tasks, the delegated academic authority is to:
- a. ensure assessment methods are valid for the relevant field of education; and
 - b. assess the performance of students' work fairly, objectively and consistently against the criteria.
26. In providing feedback to students on mid-semester assessments, academic staff are to:
- a. ensure that feedback is timely and:
 - b. justifies the mark given against the stated assessment rubric; and
 - c. identifies what could have been done to achieve a higher mark;
 - d. make every effort to be available to students seeking information regarding the determination of their results for a reasonable period after mid-semester assessment tasks have been returned;
 - e. ensure adequate records of marks and any relevant comments on individual student assessment tasks are kept;
 - f. maintain student privacy; and
 - g. in instances of suspected student cheating, collusion and/or plagiarism, ensure actions taken are consistent with the Student Academic Misconduct Policy.

Students

27. Students have a responsibility to:

- a. familiarise themselves with the Assessment Policy;
- b. ensure they read and understand the assessment requirements, including word count, and note the due dates and methods for submission of presentations and assignments provided in the Subject Learning Guide, seeking clarification from the Education Department, if required;
- c. actively engage with the learning activities and resources provided in their subjects by Governance Institute to help them prepare their assessment tasks;
- d. follow the Academic Lead's guidelines and instructions for format and submission of presentations assignments and other assessments (except final examinations);
- e. If approved by the Education Department to enrol in a subject after teaching has commenced, to obtain the relevant information on assessments from the Subject Learning Guide located in the subject tile in the Learning Management System (LMS); and
- f. seek advice if they have a disability or chronic health condition or acquire one during their course.

28. Students are required to:

- a. inform the Education Department if they have difficulty submitting their assignment electronically;
- b. keep a copy of their assessment material;
- c. notify the Education Department as soon as possible prior to, or at the beginning of, the teaching session if they wish to have special requirements accommodated;
- d. Comply at all times with the Academic Integrity Policy. Any student, alleged to have breached academic integrity will be reported and investigated in accordance with the Student Academic Misconduct Policy.

Related Documents

- Governance Institute of Australia Academic Integrity Policy
- Governance Institute of Australia Student Academic Misconduct Policy
- Governance Institute of Australia Award Courses and Subjects Approval Policy
- Governance Institute of Australia Examinations Policy
- Governance Institute of Australia Graduate Attributes Policy
- Governance Institute of Australia Graduation Policy
- Governance Institute of Australia Review of Grade Policy
- Governance Institute of Australia Special Consideration Policy

External Legislation

- Higher Education Standards Framework: Threshold Standards 2021 (Cth)

Version History

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Current version	1.1
Policy Sponsor	General Manager, Education, or delegate
Policy Approver	GIA Academic Board
Date of approval	26/02/2024
Date of implementation	26/02/2024
Date of next review	26/02/2027
Changes in this version	23 c; formatting
Previous version	v1.0 2018

*****END OF POLICY*****