
Assessment Policy

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Purpose:	The purpose of this policy is to set out the principles underpinning how learning is assessed within the EIT.
Scope:	This policy applies to: <ul style="list-style-type: none">• all relevant EIT staff – permanent, part-time and casual• all students enrolled in courses of study
Overview:	Assessment is a process that serves a range of purposes including the development of student learning (formative), making judgements of student learning (summative) and monitoring student learning as a means of measuring the effectiveness of teaching (evaluation). It can include a range of written, oral and practical methods. The EIT is committed to providing an effective learning environment for its students and assessment procedures are based on established criteria and standards underpinned by principles of equity, consistency and transparency. The EIT will ensure that: <ul style="list-style-type: none">• Students and staff are aware of what is expected, what is valued and what will be rewarded• Assessments are developed in order to determine and report the highest intellectual skills and achievements• Assessment activities are flexible, valid, reliable and determine the learning outcomes.
Essential Supporting Documents:	This policy should be read in conjunction with the EIT Student Handbook.



Related Documents:

- Assessment – A Code of Practice
 - E-Learning Assignment Guidelines
 - Code of Conduct for Students
 - Academic Honesty Policy
 - Academic Integrity and Plagiarism Detection Policy and Software Guidelines
 - Academic Misconduct Policy
 - The EIT Ethics Statement
 - Complaint, Grievances and Appeals Procedure
 - Student Consultation Policy
 - Identification and Support for Students at Risk – Policy and Procedure
 - Information, Literacy and Resource Access Policy
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The Dean, the Teaching and Learning Committee and the Academic Board are primarily responsible for setting academic standards and thus the operation of this policy. They are responsible for the development of assessment procedures, the monitoring and improvement of the quality of assessments and the reviewing of student results to address any inconsistencies.

1.0 Providing students with assessment requirements

Students will be informed about the expectations of assessment. Assessment tasks must align with learning outcomes which reflect the unit learning objectives and relevant graduate attributes, which should be provided to students at the beginning of the semester. They should fairly, validly and reliably measure student performance of intended learning outcomes and define and maintain academic standards.

Assessment Guidelines

With regard to participation, instructors are required to monitor each student's interaction and contribution during webcasts. For each webcast instructors will be required to complete a participation grading sheet. A student will be allocated a participation mark, for each topic, based on the levels set out below.

Assessments can include various component types. Those frequently used by the EIT include:

- Participation in on-line, group seminars, workshops, laboratories and other teaching programs.
- Completion of assignments as set by the lecturer in the course unit
- Examinations based on the content of the course unit
- Completion of designs, reports and dissertations as required for the course unit.

Assignments and webcasts are designed to ensure that each student has understood the topics covered, and is ably prepared to apply this knowledge in the real world.



With regard to the awarding of grades, the following classifications and assessment guidelines are used for all assessment activities.

Grade: A

Mark Range : 80–100

Description: Excellent

Assessment Guidelines:

The student demonstrates ability to use the full range of learning resources consistently and correctly communicates using precise industry and technical terminology and demonstrates critical judgement and sound reasoning to organise and evaluate in relation to the set task

The student demonstrates a thorough understanding and application of a range of tools and theoretical applications, including an extensive understanding of the theory covered, an in-depth industry and technical knowledge of relevant drawings, diagrams and documentation that are relevant to industry practice and a capacity to accurately and logically apply relevant formulae and perform mathematical calculations

The student participates and engages confidently in academic and professional communication with others

Grade: B

Mark Range: 70–79

Description: Very Good

Assessment Guidelines:

The student manages their own learning using the full range of resources for the specific discipline with minimum guidance, communicates using specific industry and technical terminology and demonstrates a detailed understanding and application of a range of tools and theoretical applications

The student demonstrates detailed industry and technical knowledge and understanding relevant to specific competencies, demonstrates an understanding of the theory covered as it applies to industry and has the capacity to analyse all elements of specific tasks within the topic, including a thorough understanding of drawings, diagrams and documentation and their importance in industry practice

The student demonstrates capacity to organise and evaluate and logically and competently apply relevant formulae and perform mathematical calculations

The student participates effectively in academic and professional communication with others



Grade: C

Mark Range: 60–69

Description: Good

Assessment Guidelines:

The student manages learning using resources for the discipline, communicates using appropriate industry and technical terminology and demonstrates a sound understanding and application of the performance required in the use of a range of tools and theoretical applications

The student demonstrates sound industry and technical knowledge and understanding relevant to specific competencies, demonstrates a basic understanding of relevant theory as it applies to industry, including a general understanding of drawings, diagrams and documentation and their relationships to industry practice and a capacity to analyse elements of specific tasks

The student has the capacity to structure written responses in a descriptive manner, logically apply relevant formulae and perform mathematical calculations

The student participates and contributes in group discussions

Grade: D

Mark Range: 50–59

Description: Pass

Assessment Guidelines:

The student works within an appropriate ethos, can use and access a range of learning resources and communicates using basic industry and technical terminology

The student demonstrates an understanding of the performance required in the use of a limited range of tools and theoretical applications, demonstrates basic industry and technical knowledge and understanding relevant to specific competencies and comprehends basic elements of specific tasks in the topic, including a general understanding of drawings, diagrams and documentation

The student displays a limited understanding of the theory covered as it applies to industry, demonstrates a basic understanding of the application of formulae and mathematical calculations and structures written responses using unsupported generalisations

The student's participation and contribution is limited.

Grade: N

Mark Range: 0–49

Description: Fail

Assessment Guidelines:

The student accesses and uses a limited range of learning resources, communicates using non-industry specific terms and demonstrates a superficial understanding of the performance required in the use of a limited range of tools and theoretical applications



The student demonstrates limited technical and industry knowledge and understanding relevant to specific competencies, recounts elements of specific tasks in the topic and displays only an elementary understanding of the theory covered as it applies to the industry with a limited understanding of drawings, diagrams and documentation

The student structures written responses using unsupported generalisations and irrelevant material, demonstrates only a limited ability to apply relevant formulae and perform mathematical calculations

The student rarely communicates and participates.

The requirements of all assessment activities

Each unit will have learning outcomes that are informed by assessable tasks developed to measure student achievement of unit learning outcomes. The standards are developed by applying professional judgements about expected levels of student performance that can be benchmarked against acceptable levels of performance within the field of study.

The criteria and standards of performance should be developed for each assessment activity based on criteria published in the course unit outline and learning guide.

The marking criteria and standards for each assessment activity

Students will be advised in the Learning Guide how all final marks and grades are to be determined in accordance with the EIT's Assessment Guidelines set out above. With regard to grade disputation, if a student disputes the mark given, the student should submit a formal request for a remark to the lecturer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).

Submission due dates and submission requirements

All assignments must be submitted to the lecturer by the due date.

Students are to complete assignments in the format specified by the instructor, which is generally in Word, Excel etc. All documents should be clearly named to indicate their content unit name and code, the number of the specific assessment activity and the student's own name, e.g. MEC1021_2_RobertGreen.doc

Assignments sent as email attachments to the course coordinator will be acknowledged in an email by the lecturer. If an acknowledgment is not received within 24 hours, the EIT's administration office should be contacted to ensure that the submission has been received.

Assessment components will be provided at set times, or require submission of work before set dates and times. Students are required to participate at the set times and submit the set work on or before the set dates and times. The outline for each course unit will indicate:

- The types of assessment for that course unit module and the marks allocated for each one.



- The requirements for submission or work, including the format and modes of submission.

For units that have an examination assessment component the student will be required to complete the participation and assignment assessment components as well as pass the set examination. A failure to be present or to meet a set date or time will result in a mark penalty.

Late submission of assignments shall be penalised at the rate of 5% (of the full marks of the assignment) for each 24 hour period the submission is late. Submissions later than 7 days will be given a fail mark.

Extensions to deadlines or deferral of assessment may be granted by the lecturer for that module providing:

- The lecturer is satisfied that valid medical or personal reasons justify the extension of time.
- The application for extension is in writing and submitted before the final submission deadline is reached.

Provision for extensions, resubmissions and supplementary assessments

Only in exceptional circumstances will an extension be granted after the final submission deadline is passed. Approval for such extensions can only be made by the Academic Board, and will only be granted if the reasons are clearly outside the control of the student.

Supplementary assessments can be granted at the discretion of the Academic Board. Students should be notified promptly of the outcome of their application by email. If a student does not pass an examination on the first attempt, there is the potential for him or her to re-sit the examination at his/her own expense (three attempts in total) to achieve a pass. The criteria for the awarding of supplementary assessments is that if a student has a unit mark of 45% to 50% ($45 \leq \text{mark} < 50$), then he or she may be allowed to sit a supplementary examination. The intention is to help a student who has genuinely put in effort, and would normally have passed but had an unexpected problem in completing the examination successfully. If the examination for a unit is not passed within three attempts, the student will be deemed to have failed. The student may apply to the Dean for approval to re-enrol in the unit and repeat the interactive/online assessment task or activity.

In any semester, the student could get a supplementary examination in all the units being undertaken. However, the supplementary assessments must be completed before the start of the next semester. The EIT would ensure that the results are made available to the student before the start of the next semester. A student can have as many supplementary examinations as required (allowing that within the course structures there are only two units available per semester; so this would translate into two units in which he or she could elect to request a supplementary examination). The student can notionally have up to 8 supplementary examinations for the Graduate Diploma over a year but the Academic Board would counsel them immediately after the first supplementary assessment and show a duty of care to find out why this is happening. If the supplementary examination is failed, then the



student will be required to repeat the unit by re-enrolling and undertaking the study again.

2. Providing effective assessment in courses

Assessment procedures will allow students adequate time to complete each assessment activity, and be aligned to learning outcomes and scheduled activities of the course unit. Each course unit should include a sufficient amount of assessable activities in a range of formats to allow lecturers and students to monitor learning progress

Marked assignments will be returned to students by email. Students will receive a model answer sheet, the original assignment, feedback from the instructor, and the assignment grade.

Assessment procedures should be reviewed periodically for flexibility, reliability, validity and their effectiveness for determining the learning outcomes.

3. Providing effective student feedback

Feedback will be communicated in a number of ways including:

- Via Moodle, the EIT's Course Management System
- Model answers to questions
- Verbal comments from lecturers
- Written feedback comments from lecturers

The criteria and standards set for each assessment activity prior to the task being undertaken should allow the student to clearly see that assessments have been based on their performance against those criteria and standards, and provide an indication as to why they achieved a specific mark/grade and how they could have achieved a better mark/grade.

Feedback should be provided in a form that will allow students to review their learning progress and develop strategies for improving their learning outcomes and ensure that grade allocation is explained and understood in terms of the learning outcomes and the marking criteria for the assignment.