
Student Learning and Feedback Assessment Policy

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| Purpose: | The first purpose of this policy is to articulate the principles that underpin the EIT's approach to assessment of student learning and feedback. These principles guide the procedures to be used in the conduct and management of assessment and feedback practices in all coursework units/modules. To second purpose is to outline the EIT's expectations with regard to grading and reporting the outcomes of grading student learning products and performances. |
| Scope: | This policy is relevant for academic leaders and managers of learning and teaching, all teaching staff, including sessional teachers, and all coursework students. |
| Overview: | The Student Learning and Feedback Assessment Policy has to be informed by research into current practice, examples of practice in Australia and internationally and theoretical literature. Assessment of student learning performance and feedback on progress must be pivotal and important processes in EIT learning and teaching. |

Essential Supporting Documents:

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| Related Documents: | - Assessment – A Code of Practice - Assessment Policy |
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Introduction

Assessment tasks communicate to students what must be learned and they are the vehicles through which the EIT can assure itself, and society, of its graduates' capabilities.

The design of assessment tasks, feedback processes and grading strategies must be efficient, effective and ethical, as well as imbued with educational integrity and equity and grounded in research-based evidence regarding effective practice.

This policy is based on the premise that all assessment practices must be aligned with curriculum intentions, and measured against externally validated standards rather than being



merely directed at arriving at a grade. The policy is also based on the premise that it is important that, through assessment, students are encouraged to engage in their education, rather than merely pursue grades. Student engagement is best facilitated by learner managed learning, in which students are active partners in the process and can undertake challenging responsibilities and make considered choices.

Assessment Procedures and Practices

Assessment procedures and practices will be derived from evidence based assumptions that:

1. Ensure that student and teacher efforts play a pivotal role in focusing learning and teaching efforts on intended learning outcomes.
2. Promote active student engagement in learning, which is characterised by:
 - Motivation and enthusiasm for learning
 - Increasing mastery, competence and academic independence
 - Student inquiry and research-based learning
 - Disposition towards life long learning
 - Utilisation of feedback to improve performance
 - Connectedness to real world issues
 - Engendering and development of graduate capabilities
3. Recognise and value student diversity, including the indigenous and international character of the student body and promote and support internationalisation and the international experience of learning to achieve personal, social and cultural development by students, teachers, and the EIT community.
4. Exemplify ethical practice, honesty, integrity, objectivity, equity, social justice, tolerance and inclusiveness, thus providing an opportunity for success for all students.
5. Produce grades and reports of student learning achievements that are valid, reliable and accurate representations of each student's capabilities in relation to clearly articulated learning objectives and result from procedures that are consistent, fair and equitable.
6. Demonstrate a scholarly approach by both students and staff characterised by:
 - Inquiry and scholarship
 - Critical thinking and analysis
 - Self and peer review
 - Intellectual and academic integrity
7. Embody high quality, timely feedback as an essential element that must have value for students in improving their learning performance and developing their capacity to self assess.
8. Meet expectations and standards of national and international stakeholders, where appropriate.
9. Are the focus of quality assurance and quality enhancement management processes to promote socially just student learning achievements that meet national and international standards and expectations.



10. Require involvement of leaders and managers to achieve quality enhancement and continuous improvement as evidenced through:

- Transparent, consistent, efficient and effective procedures;
- Provision of opportunities to enhance *assessment literacy* of all stakeholders, at all levels of responsibility, so that they are well informed of their rights and responsibilities and have reasonable expectations regarding assessment process
- outcomes;
- Accountability and responsibility among staff and students are guided by ethical assessment procedures;
- Moderation and peer review processes that have a dual focus, namely:
 - assessment design
 - grading outputs ;
- Regular and multi-level review cycles that inform institutional Quality Assurance and Quality Enhancement processes
- Embedded quality processes to ensure adherence to institutional policy frameworks, and attention to issues related to academic honesty; access, equity, records management and intellectual property.