

**Assessment Standard**

# Section 1 - Background and Purpose

(1) This standard provides academic staff with a benchmark for the design of assessment in coursework subjects.

**Section 2 - Scope**

(2) This standard applies to all coursework subjects in award and non-award credentialed courses, regardless of mode or location.

**Section 3 - Policy Statement**

(3) Refer to the Assessment Policy.

# Section 4 – Standard

**Assessment types**

In each coursework subject:

1. The variety, weightings and sizes of assessment tasks enable students to demonstrate their ability, meet the Student Assessment Workload Guidelines and are commensurate with the Australian Qualifications Framework levels.
2. A minor assessment task is conducted within the first half of the relevant teaching period and returned to students with sufficient time for them to apply the feedback to subsequent learning and assessment.
3. There are at least two, and no more than three, major assessment tasks, where a major assessment task represents 20% or more of the final grade and is not a composite of many small assessment tasks.
4. No individual assessment is worth more than 70% of the final grade in non-thesis subjects.
5. No more than 30% of the final mark is determined using group assessment only.
6. Group assignments of more than 30% include at least 50% individual assessment.
7. Hurdle requirements are acceptable forms of assessment only when there is a clear and compelling academic rationale based on professional requirements (such as mandatory OH&S training) that is articulated at the subject approval stage.
8. Attendance and participation are not the subject of summative assessment excepting where demonstrably required to complete the learning activity (such as attendance at a placement).

**Assuring equity and transparency**

1. Students are provided sufficient notice of assessment to prepare effectively. Assessment and criteria must be finalised at least two weeks prior to the commencement of the teaching period, and may not be altered after that time.
2. All assessment details are provided to students in the Subject Learning Guides, including:
3. the assessment weighting, types and timing of assessment

(b) assessment criteria, grading schemes and standards

(c) the rationale and conditions for hurdle requirements

1. the relationship between assessment and intended learning outcomes, and
2. penalties for late submission of tasks, and
3. what a student can do if they are experiencing circumstances that may adversely impact on their studies.
4. All examinations are marked anonymously, except in circumstances where this is not feasible, such as oral presentations or examination of practical skills.
5. While the precise content or student learning processes may differ, identical assessment activities, criteria, grading schemes and standards must be set for all instances of a subject.

# Section 5 - Definitions

For the purpose of this Standard:

Assessment: wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition or educational needs of students.

Hurdle requirement: a condition that applies for a student to be eligible to receive a passing grade in a subject.

Summative assessment: an evaluation of student learning at the end of a subject, compared against some standard or benchmark, and represented by a grade.