
Assessment Policy

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Assessments are designed as a:

- Means of developing Graduate Attributes in students and specified as College Attributes, Course Graduate Outcomes and/or Unit Level Learning Outcomes.
- Mode of learning.
- Mechanism for development of higher order thinking.
- Means for the student to make judgements about their own learning.
- Inclusive and trustworthy representation of student achievement.

To provide the volume of learning sufficient for the AQF level of each unit, each course unit must have assessment tasks designed to ensure the workload is comparable to other similar units of study offered across all Australian higher education institutions.

All assessment tasks should relate to the learning outcomes stated for each unit as outlined in the Unit and Course Outlines. Each Unit will be assessed out of 100%. The number of assessment tasks per Unit should be between 2 and 5 (with 5 usually only being used in Units where it is better to break assessment tasks down into smaller tasks to align with the learning outcomes of that Unit).

Each assessment task should be expressed as a percentage weight (and word length, or word length equivalent) where:

- word length for total undergraduate assessments in each unit is 4,000 words (+/- 10%).
 - In some cases, practical and case study undergraduate units may exceed the guidelines due to their nature.
- word length for total postgraduate assessments in each unit is 5,000 words (+/- 10%).

Students will be assessed via a range of assessment tasks appropriate to the learning outcomes stated. When designing assessment tasks and weightings across units, the following criteria are considered:

- Lecturing time allocated to the topic
- Time required by the students for reflection and critical thinking
- Australian Qualifications Framework (AQF) Level of study
- Complexity of the assessment task

As mentioned, assessments may include written work or other forms of assessment. For calculation purposes, the most widely used forms of assessment used at the College, and the equivalent word lengths for non-written assessments are agreed as:

Type of assessment	Equivalent word length
<p>Tests and Exams should be designed to aid learning outcomes whereby students can recall and describe theories and concepts.</p>	<p>For calculation purposes a 2-hour exam is equivalent to 40% of undergraduate unit total</p>
<p>Assignments (including reports and essays) Assignments should be designed to aid learning outcomes whereby students can analyse, synthesize and evaluate theories, concepts and knowledge.</p>	<p>25% per 1,000 words for undergraduate assessments. 20% per 1,000 words for postgraduate assessments</p>
<p>Case studies Case Studies should be designed to aid learning outcomes whereby students can apply the theories, concepts, and knowledge they have learned into a real or simulated business situation (see note)</p>	<p>For the Agriculture and Agribusiness programs, Case Study are a large part of the Integrated Management Studies unit therefore it would be expected that there would be a higher weight to these tasks.</p>
<p>Presentation (including oral exams) Presentations should be designed to aid learning outcomes whereby students can analyse, synthesize, and evaluate theories, concepts and knowledge and present verbally in a clear and concise manner to an audience.</p>	<p>5-minute presentation or oral exam equivalent to 400 words (10% of undergraduate unit total).</p>
<p>Group work Assessments that are done as a collaborative approach and should be designed to aid learning outcomes whereby students can learn to work as a team and to apply the theories, concepts and knowledge.</p>	<p>Group Assignments with 3-5 members of 6000 words equates to 1600 words for each member (40% of undergraduate unit total). Group Presentations with 3- 5 members, 30 minutes equates to 400 for each member (10% of undergraduate unit total).</p>
<p>Online assessment Online assessments can be used but need to ensure that Learning Outcomes are achieved.</p>	<p>Same as tests and exams above</p>
<p>Practical Assessments Practical evaluations are designed to simulate relevant industry standards. Students can utilize the culmination of prior knowledge, theory and practical experience to safely and efficiently carry out a range of learning outcomes.</p>	<p>Same as tests and exams above.</p>

Note: Case study assessments are considered a hallmark of College undergraduate study and are designed as an opportunity to integrate learning from many sources and apply these to real world settings. As such the word length may exceed the above guidelines because students are demonstrating their learning from other units. However, when designing case studies, it is expected that original insights and analyses for the case will not exceed the equivalent word lengths for the percentage of assessment allocated in the unit for this activity.

For example if a case study is worth 50% of an undergraduate unit then it is reasonable to expect 2000 words of 'new' insights and analysis of the case', plus extra words to demonstrate learnings from other units (these extras should be kept to a minimum and only be used in the body of the report to support and/or add weight to arguments on decisions taken in the case analysis--and more detailed information put in appendices).

Other examples of assessments for one unit of study

<p>An Undergraduate unit could be formally assessed and weighted as follows:</p> <ul style="list-style-type: none"> • 2000-word assignment worth 50% • 15-minute presentation worth 10% (equivalent to 400 words) • 2-hour exam worth 40% (equivalent to 1600 words) • = is 4000 words (100%) 	<p>A Postgraduate unit could be formally assessed and weighted as follows:</p> <ul style="list-style-type: none"> • Discussion posts and responses, 1000 words worth 20% • Business Report, 2000 words worth 40% • Business Case Report, 2000 words worth 40%
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Process for Marking Assessments

<p>Undergraduate units</p>	<p>Individual assessments are be marked out of 100 and results must be given to the Student Services Officer by the Lecturer. The mark will be weighted as outlined in the Assessment Schedule given to students at the beginning of the unit. Students will receive a grade as per the Academic Guidelines Appendix 1 (STU-026) for all individual assessment tasks other than exams, where they will receive a mark. It is the lecturer's responsibility to add their marks into D2L for their agreed portion of each unit, and also to supply these marks directly to the Student Services Officer in a timely manner.</p>
<p>Postgraduate units</p>	<p>All assessments are generally marked by the one lecturer assigned to the unit (or at most 2 lecturers are assigned to a unit).</p> <p>It is the lecturer's responsibility to add marks for each assessment into D2L (or provide these directly to the Director of Postgraduate Studies) in a timely manner.</p>

Note:

Double Units have up to 2 times the assessment load of a single unit to reflect the doubled volume of learning.

Students with disabilities or special needs may have assessments modified after consultation with Learning Support Officer and authorisation through Examiners' committee.

Moderation for Undergraduate Units

All undergraduate assessment tasks should be appraised via peer review. Periodically assessments and grades should be both internally and externally moderated to ensure significance and intellectual rigour. At least once each teaching semester, and prior to marks being released to students, the MOC Examiners Committee shall check all results to ensure that they are acceptable and truly reflect the intended learning outcomes for the cohort.

Please refer to the Undergraduate Academic Guidelines document published each year for the guidelines for moderation in the case of undergraduate assessment re-submissions.



Moderation for Postgraduate Units

There are two main reasons for moderation for postgraduate units; i) for capstone unit assessments, and ii) for any assessments that fail to meet a pass standard.

- i. **Capstone Unit Assessments.** Generally, the marker of the final assessment for TLR905 and TLR906, is a different person to the lecturer who supervised the student in these units. At the discretion of the Director of Postgraduate Studies, double marking of these assessments by the supervisor and one other lecturer may be arranged and then moderation of the final mark is undertaken by the Director of Postgraduate Studies and the two markers.
- ii. **Failure to meet pass standard in an assessment within a postgraduate unit.** If a postgraduate lecturer finds that an assessment has failed to meet a pass standard, as indicated in the marking rubric for that assessment, the following procedure is followed:
 - a. The lecturer notifies the Director of Postgraduate Studies to arrange for the assessment to be marked by another lecturer
 - i. If the work is deemed to have met a pass standard by the second marker, then a moderation meeting chaired by the Director of Postgraduate Studies will take place to determine the final mark for the assessment. If the moderated mark meets a pass standard, then the moderated mark and feedback are provided to the student.
 - ii. If both lecturers deem the work to not meet a pass standard, then the lecturer of the unit will invite the student to resubmit and provide a deadline for the re-submission as well as feedback to allow the student to work on the areas not yet at a pass standard. The maximum mark for a re-submission is 50/100.

