

## Assessment Policy

APPROVAL AND REVIEW	
Policy Title:	Assessment Policy
Policy Owner:	Dean of Studies
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Superseded Documents:	
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<b>Endorsed by Academic Board</b>	23 November 2017

### POLICY INTENT

The purpose of this policy is to:

- Clearly and succinctly articulate the principles and practices for assessing student learning at Insearch to staff, students and other stakeholders
- Ensure that assessment contributes to a high-quality learning and student experience

### SCOPE

The policy applies to:

- All Academic staff and English teaching staff
- All assessment of student learning for all Insearch courses and programs, on and offshore
- The entire assessment process.

## DEFINITIONS

Key terms in this policy	Definition
Assessment	Systematic process for facilitating and evaluating student learning. It includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance and the provision of feedback to students on their performance.
Diagnostic, Formative and Summative assessment	<p>The distinction relates to the purpose of the assessment, not the nature of the task:</p> <ul style="list-style-type: none"> <li>▪ Diagnostic assessment guides teaching and support by providing information to identify the relative skills and experience of an individual student or whole class. It is typically used at the beginning of a teaching period and involves low or no stakes tasks.</li> <li>▪ Formative assessment facilitates learning by helping students and teaching staff identify strengths, weaknesses and ways to improve and enhance attainment of learning outcomes of a subject or level</li> <li>▪ Summative assessment evaluates learning by providing information to judge the extent to which a student has attained learning outcomes of a subject or level.</li> </ul>
Assessment criteria	Assessment criteria describe the specific elements of a student's performance that align to the Subject or Program learning outcomes. They are developed by analysing the learning outcomes and identifying the specific characteristics that contribute to the overall assignment. In ELT the assessment criteria additionally reflect the linguistic and rhetorical elements of language production.
Assessment item	Student work provided in response to an assessment task.
Assessment task	A specific activity a student (or group of students) is required to complete for the purpose of assessment.
Authentic task	A task that requires students to apply the knowledge and skills they have learnt to real-life settings.
Feedback	Information communicated to the student on their performance against the assessment criteria that is intended to help them improve their future performance.
Grade	A grade is awarded to an assessment item to recognise the level of academic achievement the student has demonstrated. Grades include High Distinction, Distinction, Credit, Pass or Fail.
Grading	Process of awarding grades to assessment items.
Graduate attributes (GAs)	The characteristics, qualities, knowledge, skills and capabilities that students will develop throughout their course of studies in the program.
Learning outcomes	<ul style="list-style-type: none"> <li>▪ Program learning outcomes (PLOs) describe how the GAs will be developed through the completion of the program.</li> <li>▪ Subject learning outcomes (SLOs) describe what a student is expected to know or be able to do through the completion of the subject.</li> </ul>

Moderation	Quality assurance process that is used to check that assessment judgements and practices are applied equitably to all students in the same program or course. This process ensures that the same standards are applied to all assessment results.
Performance standards	Describe the standard of performance for individual assessment criteria that correspond with each possible grade.
Reliability	The extent to which assessments produce stable and consistent results over time, including consistency of grading by markers across a subject.
Teaching period	Academic semester or ELT term.
Validity	The extent to which assessment aligns with the learning outcomes and the assessment methods are fit for purpose.

## POLICY PRINCIPLES

1. Assessment aligns with the principles of the Insearch model of learning
2. Assessment guides and enhances student learning
3. Assessment promotes academic integrity
4. Assessment provides credible evidence of individual student achievement
5. Assessment is fair and equitable for all students

Principles and supporting practices		Responsibility	Supporting documents
1.	Assessment aligns with the principles of the Insearch model of learning	Dean of Studies, Associate Dean of Studies, Associate Dean English, Program Managers	Insearch model of learning
	1.1	Assessment supports students' transition to higher education	Program Manager/Subject Coordinator/Curriculum Leader
	1.2	Assessment supports and develops English language, academic and independent learning skills	Program Manager/Subject Coordinator/Curriculum Leader
	1.3	Assessment contains internationalised content and is written in Plain English	Program Manager/Subject Coordinator/Curriculum Leader
	1.4	Assessment enhances and is supported by technology-enabled learning	Program Manager/Subject Coordinator/Curriculum Leader

<b>2.</b>	<b>Assessment guides and enhances student learning</b>			
	<b>2.1</b>	Assessment is clearly aligned with the relevant Subject and Program learning outcomes	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide
	<b>2.2</b>	Assessment meets a balance of diagnostic, formative and summative purposes	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide
	<b>2.3</b>	Assessment is scheduled throughout the teaching period to allow students to use knowledge gained from feedback	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide
	<b>2.4</b>	Assessment is authentic and involves a variety of assessment methods	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide
<b>3.</b>	<b>Assessment promotes academic integrity</b>			
	<b>3.1</b>	All assessment tasks are modified each semester or term to minimise opportunities for plagiarism	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/Academic integrity policy
	<b>3.2</b>	Assessment criteria explicitly encourage academic integrity	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Academic integrity policy
<b>4.</b>	<b>Assessment provides credible information on individual student achievement</b>			
	<b>4.1</b>	Grading is based on predetermined assessment criteria and performance standards that clearly reflect and align with the relevant Subject and Program learning outcomes	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide

	4.2	Assessment tasks, criteria and performance standards are reviewed annually to ensure consistency and appropriateness	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide/ Course development approval and review policy
	4.3	Grading is moderated to ensure consistency	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide
	4.4	Assessment is designed and reviewed to ensure its validity and reliability	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Course development approval and review policy
<b>5.</b>	<b>Assessment is fair and equitable for all students</b>			
	5.1	Assessment is inclusive of all learners	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide/ Equity and access policy
	5.2	Assessment tasks, and their purpose, submission requirements and criteria, are communicated to students in a clear and timely manner	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide
	5.3	Grading of assessment tasks requiring group work recognises the individual group members' contributions	Program Manager/Subject Coordinator/Curriculum Leader	Assessment design guide/ Assessment grading and feedback guide
	5.4	Assessment is scheduled to ensure student workloads are reasonable, with no undue clusters of work at any time during the semester or term	Program Manager / Curriculum Leader	Assessment design guide

**SUPPORTING DOCUMENTS**

The policy should be read in conjunction with:

- Assessment design guide
- Assessment implementation guide
- Assessment grading and feedback guide
- Academic integrity policy
- Complaints and appeals policy
- Student charter
- Course development approval and review policy
- Equity and access policy

**VERSION CONTROL AND CHANGE HISTORY**

Date	Version	Approved by and resolution no.	Amendment
<p><b>Signature:</b></p>  <p><b>Name:</b> <b>Chair of Academic Board /Joyce Kirk</b>      <b>Date:</b> 23<sup>rd</sup> November 2017</p>			