



## STUDENT ASSESSMENT POLICY: EDUCATION; COUNSELLING, CHAPLAINCY AND SPIRITUAL CARE

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<b>Approved by</b>	Academic Board	
<b>Responsible body</b>	Academic Board	
<b>Approval date</b>	11 September 2019	
<b>Effective date</b>	11 September 2019	
<b>Review date</b>	September 2022	
<b>Superseded documents</b>	Student Assessment Policy: Education and Counselling 2014	
<b>Related documents</b>	Moderation Policy: Education; Counselling, Chaplaincy and Spiritual Care Moderation of Grades Procedure: Education; Counselling	
<b>Policy classification</b> <i>Select a General OR an Academic option</i>	<b>General</b>	<b>Academic</b> Learning & Teaching

### 1. PURPOSE

To articulate the:

- purpose of assessment
- responsibilities in the assessment process
- conditions applicable to special assessments
- grade classifications for awards
- moderation of grades process.

### 2. DEFINITIONS

Key Term or Acronym	Definition
MC	Morling College
Assessment task	A learning activity which students are required to submit for grading as part of the total marks obtained for a unit, which closely targets defined learning outcomes, allowing students to demonstrate their learning and capabilities
Grade	The final result which describes the students result derived from the combined marks from the assessed learning task for a unit
Mark	The final result expressed as a percentage which a student receives for the combined learning tasks for a unit.

MC	Morling College
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### **3. SCOPE**

This policy applies to students and staff in Education; and Counselling, Chaplaincy and Spiritual Care. It is applicable to all assessment task: assignments, examinations and clinical work.

### **4. POLICY STATEMENT**

- 4.1 Morling College sets assessment tasks in each unit which
  - 4.1.1 promote learning
  - 4.1.2 help determine that the graduands have fulfilled the learning outcomes of their course, meet the requirements of government, of the professional accreditation bodies and Morling College standards
  - 4.1.3 maintain equity and transparency in the setting, submission and grading of assessment tasks

### **5. PURPOSE OF ASSESSMENT**

- 5.1 Assessment of students' work is an essential part of the learning and teaching process to:
  - 5.1.1 demonstrate a scholarly approach by both staff and students
  - 5.1.2 promote active student engagement in learning, reinforcing and rewarding their learning
  - 5.1.3 recognise and value student diversity
  - 5.1.4 provide timely feedback that has value for improving student learning
  - 5.1.5 produce grades and reports that are valid, reliable and accurate
- 5.2 Appropriate assessment tasks also:
  - 5.2.1 meet the expectations and satisfy the standards of stakeholders and accrediting authorities
  - 5.2.2 are subject to external moderation and peer review
  - 5.2.3 undergo quality assurance and continuous improvement

### **6. RESPONSIBILITIES**

- 6.1 Deans are responsible for ensuring
  - 6.1.1 assessment information, resources and procedures are available to students and staff
  - 6.1.2 lecturers and students are informed about the rules for progression in the courses.
  - 6.1.3 assessment tasks are aligned with course and unit learning outcomes

- 6.1.4 assessment procedures are adhered to
- 6.1.5 assessment standards are benchmarked against those of peer providers
- 6.1.6 a range of assessment tasks are included in each course
- 6.1.7 students receive constructive and timely feedback about their assessment tasks
- 6.1.8 grading criteria and standards are applied accurately, fairly and consistently
- 6.1.9 a consistent approach is adopted to instructing students about academic integrity and managing instances of academic misconduct
- 6.2 Lecturers have responsibility to
  - 6.2.1 be familiar with the requirements for good practice in assessment
  - 6.2.2 ensure that assessment practices are aligned with unit learning outcomes
  - 6.2.3 communicate assessment expectations clearly in the first class session, and be available to discuss students' concerns about assessment
  - 6.2.4 ensure students are familiar with the requirements for academic integrity in the discipline
  - 6.2.5 set the first submission deadline early in the semester to gain information about possible learning challenges for some students
  - 6.2.6 give timely and constructive feedback on work submitted
  - 6.2.7 keep confidential records of student achievement and any intervention strategies during the semester
  - 6.2.8 cooperate with the Head of School in the investigation of any grievance raised by one of their students
- 6.3 Students have responsibility to
  - 6.3.1 be informed about the rules for progression in their course
  - 6.3.2 abide by the College's assessment policy and procedure
  - 6.3.3 behave ethically and responsibly in their conduct of assessment tasks
  - 6.3.4 be aware that the primary objective of assessment is to aid learning rather than merely the achievement of grades
  - 6.3.5 submit work on time, ensuring it is their own work except when shared ownership is part of the task
  - 6.3.6 notify the lecturer as soon as possible if difficulties arise with timing, resources, or understanding studies or tasks

- 6.3.7 use assessment to engage in self-evaluation in terms of course progression and achieving learning goals
- 6.3.8 be aware of the academic grievance procedure
- 6.4 The Registrar will ensure
  - 6.4.1 the accuracy of results presented to the MC Academic Board for approval
  - 6.4.2 the accuracy and security of student academic records

## 7. SPECIAL ASSESSMENT

- 7.1 A student who, for unavoidable reasons, is either prevented from completing course unit requirements, or is otherwise seriously disadvantaged, may have the assessment regarded as incomplete by MC and be granted permission to complete the outstanding requirements or to attempt a special assessment in the course unit concerned.
- 7.2 Applications for special assessment must be made in writing, must state the reasons for the application and must be submitted as soon as possible and no later than seven days after the final assessment date for the particular course unit. Acceptable documentary or other corroborative evidence may be required
- 7.3 Where permission to complete outstanding work or to undertake special assessment is granted, the student shall be eligible for the full range of grades prescribed for the original assessment
- 7.4 Where a student's assessment has been determined as being incomplete, it shall be finalised prior to the commencement of the succeeding semester or year except where MC has approved an extension.
- 7.5 A student who is determined by MC to have abandoned the course shall be deemed to have withdrawn from the course and shall be dealt with in accordance with the rules that govern withdrawal.

## 8. GRADE CLASSIFICATIONS

### 8.1 Grades

Acronym	Grade	Percentage Range
HD	High Distinction	85-100%
D	Distinction	75-84%
C	Credit	65-74%
P	Pass	50-64%
F	Fail	0-49%
FW	Fail due to late withdrawal	

### 8.2 Status Notations

Acronym	Definition
W	Withdrawal without penalty
AD	Audited
DE	Deferred
I	Incomplete
AS	Advanced Standing

### 8.3 Moderation of Grades

- 8.3.1 All results in each unit are subject to a moderation process for the purposes of quality assurance and quality control.
- 8.3.2 Moderation of grades will be undertaken by a faculty moderation process each semester to ensure consistency, appropriateness and fairness of assessment judgements; and the validity and reliability of assessment instruments, criteria and standards.
- 8.3.3 In the interests of justice and fairness with reference to academic standards, it may be necessary for the moderation committee to adjust the grades of students in a particular unit.  
This may occur, for example, where the grades awarded by a lecturer in a given unit are deemed to be either too high or too low on average relative to:
- a) the marks awarded by the same or other lecturers in the same unit in previous years, and/or
  - b) the marks awarded by the same or other lecturers in other units in the current or previous years, and/or
  - c) accepted standards of marking and grade distribution in other tertiary institutions.
- 8.3.4 The Dean will submit a report to the Academic Board outlining the moderation process and its outcome.
- 8.3.5 The Academic Board has oversight of the moderation process and quality standards. The Academic Board reviews moderation reports each semester and where appropriate provides feedback to the Faculty.

## 9. RELATED DOCUMENTS AND LEGISLATION

[Moderation Policy](#)

## 10. REFERENCES

Macquarie University Assessment policy.

Avondale Assessment Policy

## 11. VERSION HISTORY

<b>Version</b>	<b>Approved by</b>	<b>Approval Date</b>	<b>Effective Date</b>	<b>Changes made</b>
3.1	Academic Board	11 September 2019	11 September 2019	Amended 8.3 to provide clarity about the aim of moderation and the role of the Academic Board
3	Academic Board	28 November 2018	28 November 2018	Formatted to new template.
2	Academic Board	February 2014	February 2014	Updated
1				New policy