

ASSESSMENT POLICY

POLICY INFORMATION

Responsible Member of the Directorate: Executive Director and Director General, ISLES.

Responsible Office: Institute for Security and Law Enforcement Studies (ISLES).

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POLICY STATEMENT

At ISLES, assessment is based on established criteria and standards, not ranking, and will therefore guide and encourage effective student learning. Assessment tasks will align with learning outcomes which reflect unit objectives and relevant graduate attributes. Moreover, particular prominence will be given to fairly, validly and reliably measure student performance of intended learning outcomes as well as to define and maintain academic standards.

Each unit will have:

- a) unit learning outcomes that support the relevant course learning outcomes, and have been informed by the ISLES graduate attributes in the context of the overall program and the discipline area;

- b) Assessable tasks developed to measure student achievement of unit learning outcomes. The logic of the assessment tasks will be explained to the students in the form of a rationale;
 - c) Standards developed by applying professional judgments about expected levels of student performance on assessment criteria. Standards will be benchmarked against acceptable levels of performance within the Institute , discipline and/or profession; and
 - d) Clear criteria and standards of performance developed for each assessment task, based on criteria published in the Learning Guide. These criteria and standards will be described so that students are informed about the level of performance required for each assessment task.
1. The number and nature of assessment tasks will be consistent with the unit documentation approved through the Courses and Units Approval process. Variations will only be permitted to the extent that they are permitted by the Courses and Units Approval process.
 2. Threshold requirements may be set for individual units where they are included in the approved unit documentation. Where threshold requirements are not met and:
 - a) The student has achieved a total mark of 50 or more for the unit; the appropriate grades are Compulsory Fail or Practicum Fail;
 - b) The student has failed the unit overall, the appropriate grade is Fail.
 3. Where a unit contains a mixed cohort of students, different assessment tasks may be used for the separate groups but they must still align with the unit objectives.

4. Moderation will occur:
 - a) before marking assessment tasks to ensure markers have a shared understanding of standards;
 - b) After marking to ensure markers have applied standards consistently. This may include:
 - i. spot checking at random; and
 - ii. Reviewing borderline results.

5. Mathematical scaling of marks for an assessment task is not permitted after students have received marks for that assessment task but in exceptional circumstances the final marks for a unit may be adjusted for the whole cohort.
 - a) *Attendance*: the Institute expects academic staff to encourage students to regularly and actively participate in scheduled educational activities (such as lectures, tutorials, practical's and online discussions)
 - b) Marks may not be awarded for attendance alone.
 - c) Where attendance is identified as an essential component in the assessment of a unit (for example, for professional accreditation), attendance will be recorded but no marks will be assigned. Attendance will be an ungraded essential component of the unit (a threshold requirement). Where attendance is an ungraded essential component of the unit, attendance records must be retained by the Unit/Course Coordinator and students must be notified of the attendance requirement in the Unit Outline and Learning Guide.

- d) Participation can only contribute to an assessment item provided the item and criteria include participation in a way that is consistent with the principles for assessment. No more than 10% of the marks in any unit may be awarded for general class participation. Explicit criteria for assessment of this participation must be stated in the Learning Guide and explained by the Unit/Course Coordinator at the start of each unit.

PURPOSE AND CONTEXT

The ISLES uses a criteria and standards-based approach to student assessment. Criteria and standards-based assessment requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task. This policy must be read and understood in conjunction with the ISLES Assessment Guide, including, but not limited to the:

- Examinations Policy;
- Records Management Policy;

WHO SHOULD BE FAMILIAR WITH THIS POLICY

- All academic staff and students.

RELATED DOCUMENTS

- Examinations Policy;
- Records Management Policy;