



Cairnmillar
INSTITUTE

Treatment | Education | Research

Assessment Tasks and Marking Guides Policy

Policy name	Assessment Tasks and Marking Guides Policy
Policy number	TLP002
Date approved	4 February 2015
Approving body	The Academic Board (Senatus)
Responsible officer	The Head of School
Implementation officer	The Academic Registrar
Next review date	June 2017
Linked policies	Excellence in Teaching and Learning Policy Quality Assurance and Benchmarking Policy
Linked forms	

Purpose of this policy

The Cairnmillar Institute (the Institute) aims to provide excellent assessment, teaching and learning opportunities within a criterion referenced assessment framework where learning outcomes clearly indicate what successful students know and can do as a result of their learning experiences.

The Institute acknowledges that high quality assessment practices are a critically important dimension to the student experience. The primary purposes of assessment at the Institute is to:

- Contribute to the learning experience
- Provide appropriate feedback to students to support their learning
- Assess student achievement in terms of the intended learning outcomes and graduate attributes
- Contribute measures to help staff evaluate the effectiveness of their teaching
- Provide assurance to the wider community that academic standards are being maintained

The purpose of this policy is to identify the principles and practices underpinning the Institute's approach to developing and implementing appropriate, quality assured assessment tasks.

Assessment principles

The Institute's approach to assessment focusses on testing the effectiveness of learning and teaching in order to develop the following skills, knowledge and approaches to learning in students consistent with the Australian Qualifications Framework (AQF):

Knowledge	<p>Tasks and assessments designed to develop and assess a student's:</p> <ul style="list-style-type: none"> • Depth of knowledge • Breadth of knowledge • Type of knowledge • Complexity of understanding of knowledge at a level commensurate with the relevant Australian Qualification Framework level.
Skills	<p>Tasks and assessments designed to develop and assess a student's:</p> <ul style="list-style-type: none"> • Written communication • Oral communication • Literacy • Numeracy • Use of: <ul style="list-style-type: none"> ○ Intuitive thinking ○ Logical thinking ○ Critical thinking ○ Methods ○ Materials ○ Tools ○ Instruments
Application of knowledge and skills	<p>Tasks and assessments designed to develop and assess a student's:</p> <ul style="list-style-type: none"> • Autonomy, responsibility and accountability • Responses to routine and non-routine application of their skills and knowledge • Responses to the application of their skills and knowledge in predictable and non-predictable situations
Values	<p>Tasks and assessments designed to develop and assess a student's:</p> <ul style="list-style-type: none"> • Intellectual honesty • Cultivation of critical facilities • Ability to work flexibly

Course work assessment tasks

Assessment tasks and criteria must:

- Align to the intended learning outcomes and graduate attributes
- Be supported by appropriate learning and teaching activities
- Support the development of a wide range of capabilities and competencies in students

- Promote engagement and higher order thinking through a range of assessment tasks
- Have marking guides that align with the learning outcomes and graduate attributes

Assessment tasks

For these reasons, coursework units include a cross section of the following assessment activities:

- Oral presentations
- Essay/discussion papers
- Recording and commentaries
- Case studies
- Self evaluations
- Simulations and role plays
- Standardised client interviews

Examinations

For these reasons, examinations include a cross section of the following assessment activities:

- Objective structured clinical examination
- Structured oral examination
- Written examinations

Students should be advised of all assessment requirements at the commencement of each unit, with clear guidelines on submission dates, weighting for the unit, and an indication of what learning outcomes must be evident in the assessment submission.

Late assignments

A deduction of 5% per 2 days for assignments handed in late without prior application for Special Consideration in this policy applies.

Annual course assessment and marking reviews

Assessment practices are subject to a quality management process which means they are subject to regular review. The Institute conducts an annual course reviews to review assessment and marking guides for each course.

The panel of reviewers consists of all the teaching staff for that course and chaired by the course coordinator or Head of School.

The aim of the annual course review is to provide peer evaluation and peer review of:

- The course structure, graduate attributes and learning outcomes
- The assessment tasks, the range, timing in the trimester of submission and their weightings
- The approach to marking and a tabling of marking guides.

The evaluation includes reviewing:

- Unit guides published on MOODLE
- Student outcomes detailed in academic transcripts, distribution of grades, fails and dropout rates.
- Assessment and marking guides for each assessment in each course unit

- Placement summaries detailed in reports from the Placement Coordinator
- Other relevant documents
- Benchmarking exercise

The evaluation is made having regard to the rules, standards and guidelines published by Australian Psychology Accreditation Council (APAC) and the graduate outcomes delineated by AQF. Course reviews should meet the standards set by TEQSA.

Assessment tasks review

The review of the Institute assessment tasks is guided by the principles that the assessment should be:

- Aligned with the intended learning outcomes
- Consistent with the scope and level of the unit
- Clearly and unambiguously described in terms of the task and assessment criteria
- Designed to avoid the inadvertent encouragement of plagiarism
- Appropriately weighted and scheduled across the study period

Marking guides review

The review of the Institute marking guides is guided by the principles that the guides:

- Reflect the knowledge, skills and their integration for the relevant level in the Australian Qualifications Framework (AQF)
- Be able to directly relate to the requisite professional competencies

Information to students about assessment tasks

Clear, accurate, consistent and timely information on assessment tasks must be made available to students, staff and external assessors or examiners so students are informed about the level of performance required for each assessment task. The unit outline must include but is not limited to the following information:

Assessment

Students are required to read and familiarise themselves with the School Assessment Policy and Procedures and Regulations. The procedures and regulations policy are detailed in the Student Handbook. Copies are also available in the Library.

Extensions

An extension may be granted for assignments where there is objective evidence of unexpected disruptions in the student's available work time. Applications must be made on the appropriate form (available from the School Office) before the due date, and handed to the Unit Co-ordinator. An extension is valid only after it has been signed by the Unit Co-ordinator. Supporting evidence may be required.

Discretion

A student may be permitted to exceed a word limit if the work is genuinely outstanding and original, and permitting a student to do so does not disadvantage other students who are required to conform to the word limit. A student must seek advice before submitting an assignment that is substantially in excess of the word limit.

Late Submissions

Assignments submitted after the due or extended date will lose 5% of the maximum available marks for every two days. Further penalties may be incurred according to the lateness of the submission.

Word Limit

At the discretion of the Unit Coordinator, assignments that exceed the word limit by more than 10%, could attract a marking penalty of 10% of the marks that would otherwise have been awarded. Assignments that exceed the word limit by 25% or more may attract a higher penalty, including a cap on the maximum grade awarded, unless a student gains an exemption. For example, an assignment with a limit of 2000 words will be marked down by 10% if there are more than 2200 words. If there are 2500 words or more, the maximum result that may be awarded is an H2B.

Late Submission of In-Class Tasks

Tasks that are required to be completed and/or submitted in-class, such as class presentations must be submitted on the date of the class presentation unless a student has been awarded an extension. The penalty for late submission of in-class tasks is usually 100% of the mark.

Submitting Work

Students are required to keep a copy of all submitted work. Should a piece of work be mislaid it is the responsibility of the student to make available another copy of the work. Students are also required to keep all their work until the formal publication of Trimester results.

Return of Assignments

Assignments can be collected from the School Office 4 weeks after submission. Otherwise, the School requires students to staple an appropriately stamped self-addressed A4 envelope to submitted the work for direct return of assignments.

Samples of Work

Samples of students work may be taken for purposes of course accreditation. In all cases anonymity will be preserved. If you object to your work being copied for this purpose please let the lecturer in charge of this unit know when initially submitting assignments.

Plagiarism & Collusion

Plagiarism, Collusion and Recycling Definition:

“Plagiarism” occurs when a student presents as their own work the thoughts, ideas, findings or work of another person or persons, without due acknowledgement of the source. “Collusion” occurs where a student works with others, without permission, to produce work which is then presented by individual students as their separate assignments and/or where the work is almost identical or mostly the work of one of them. Collusion is a form of plagiarism.

“Recycling” means the submission for assessment of one’s own work, or of work which is substantially the same, where:

- a) the work has previously been counted towards the satisfactory completion of another unit of study credited towards another qualification; and
- b) the Lecturer-in-Charge has not granted prior written consent for the student to reuse the work.

Investigation and resolution of any allegation of plagiarism, collusion or recycling

Any allegation of plagiarism, collusion or recycling will be investigated and resolved according to the Institute policies and procedures.

Policies and Regulations

It is the responsibility of all students to access, read and familiarise themselves with the Institute’s School’s Policies and Regulations. These are to be found online through the student portal. It is very important and students must understand that plagiarism, collusion and recycling are not acceptable. Students must read the School’s Assessment Policy and Procedures. If you have queries please see the Course Co-ordinator.

References

Frameworks and expert views relevant to the development of this policy

Framework and expert views for this policy	APAC Rules & Standards June 2010 APA Task Force on the Assessment of Competence in Professional Psychology: Final Report (October 2006) Assessment Benchmarking Project 2010 (Feb 2011) Australian Qualifications Framework (July 2011) Connoley, R. (2004). <i>Criterion Referenced Assessment</i> . Geelong, Victoria: Deakin University TEQSA Threshold Standards Relevant AUQA best practice guidelines Higher Education Standards
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