

# ASSESSMENT PROCEDURE

## 1 Purpose & Objective

- 1.1 The purpose of this procedure is to guide academic staff in the design, delivery, marking and moderation of assessment at the Academy.

## 2 Scope

- 2.1 This procedure applies to all Academy programs and includes formative assessment designed to inform the student's own learning and summative assessment to evaluate the student's knowledge, understanding, abilities or skills.

## 3 Procedure: Formative Assessment

- 3.1 Formative assessment for students involves evaluating their comprehension, progress, and needs within lessons or subjects without impacting their final grades. It helps educators identify areas where students struggle, skills they need to develop, or learning objectives they haven't yet achieved. By making adjustments to teaching methods and providing targeted support, students can focus their efforts, practice effectively, and build confidence before formal assessments.
- 3.2 Each subject/unit/module will include at least one structured formative assessment task and/or tool embedded within the Learning Management System (LMS).
- 3.3 Preferred practice is to include, at a minimum, a quiz that students can complete and re-sit to test their knowledge and understanding of key concepts.
- 3.4 Formative assessment should be linked to the content, skills or knowledge of the subject, to discover what students know and need to know by the end of the teaching period.
- 3.5 Clause 3.3 does not preclude the practice of structured formative assessment being conducted during a lecture, tutorial, webinar or other teaching environment.

## 4 Procedure: Summative Assessment

### Design and Delivery

- 4.1 Summative assessment requirements for all Academy programs are designed to assess the attainment of program and/or subject/unit/module level learning outcomes; wherever possible, be benchmarked against other providers, discipline, professional and/or industry standards.
- 4.2 Each subject/unit/module will ideally include an assessment task early in the teaching period.
- 4.3 The volume of summative assessment should not exceed the principles outlined in the Academic Policy i.e., that the standard amount of assessment reflects student workload requirements.

- 4.4 Weighting for each assessment item is determined based on indicative word length of the assessment item, its import to addressing key subject learning outcomes, and the required effort of the student to complete the task.
- 4.5 Assessment will usually be based on more than one assessment task and generally more than one assessment method (wherever practicable).
- 4.6 Assessment criteria for each summative assessment task must be described in sufficient detail to enable students to meet the requirements of the task and demonstrate the associated learning outcomes. Timing of assessments will be reasonable and sustainable for students and staff and organisation units.
- 4.7 Subject/unit/module assessment tasks (except for selected-response questions such as multiple choice, true/false and similar quiz-style questions) must be criterion-referenced.
- 4.8 Where a subject/unit/module requires students to pass or satisfy requirements in one or more assessment tasks ('gateway' assessments) to pass a subject, this information must be published in the Program Outline and on the Learning Management System (LMS). Teachers feedback will be progressive as candidate progresses through the course.
- 4.9 Prior to each teaching period the Academic Manager will approve the detail of each assessment. Students will submit each assessment task by the due date specified.

## **Assessment**

- 4.10 Marking will be completed as soon as practicable with feedback no later than 48 hours of submission.
- 4.11 Feedback on assessment should be constructive, justify the mark and relate to the assessment criteria.
- 4.12 For the purposes of moderation:
  - a) the assessment criteria and rubric must be distributed to all trainers prior to moderation of marking of the assessment task.
  - b) assessment criteria and rubric are the elements by which the quality of student work is judged against the desired learning outcomes;
- 4.13 The Academy council, chaired by the Chair, will meet every quarter and Teaching and Learning manager to table the number of candidates, courses completed and success rate of passing the test.

## **5 Procedure: Students with Special Needs**

- 5.1 Upon a request from a student with special needs (declared, verified and lodged with the Academy, the Academy will make reasonable adjustments to assessment methods that allow the student to be assessed against the subject outcomes, providing that these adjustments are appropriate for the content, the discipline and the learning outcomes of the subject.
- 5.2 Students may request a variation to assessment methods, tasks and timelines based on medical, compassionate or religious grounds, or community services.
- 5.3 Requests for Special Needs are considered and ruled upon by the Academic Manager.
- 5.4 Such variations must be requested in writing during the first two weeks of the program.
- 5.5 Where alternative assessment is required due to disability, alternative arrangements must be arranged.
- 5.6 The alternative assessment tasks must be negotiated directly between the student, or an associate of the student accepted as such by the Academic Manager, and the Subject Coordinator and be signed and documented with due consideration for assessment validity.

## 6 Assessment Criteria

Professional attributes	Listening	Reading	Writing	Speaking
Aim	Ability to follow facts during a consultation between health professional and a patient.	Ability to demonstrate skim and scan techniques across short texts of a variety of types	Overall Task Fulfilment. Reader to be informed about the situation and would form a positive impression of the writer's competence.	Overall Communicative Effectiveness with confidence throughout the role play. Interaction is consistently meaningful and responding to the patient's concerns.
Intelligibility	Understand a range of health-related spoken materials such as patient consultations and lectures.	Locate specific information in a range of short texts; understand the conventions of different text types	Lexis and register which are appropriate based on provisional diagnoses, Tone and accuracy when articulating	Pronounce words clearly with a natural sentence rhythm. Sentence stress is used selectively to enhance meaning by focusing on key words
Comprehension	Listen to recorded talk or lecture (monologue) by a health professional and complete a range of open ended and fixed choice tasks and identifying the correct MCQ-Ans	Understand main ideas and differentiate main ideas from supporting information. Synthesise information from different sources	Demonstrate thorough understanding of communicative task completed. Key points are clear and given appropriately prominent position in the opening and final paragraph.	Maintain steady rate of speech at a natural speed which can be easily understood. Pause and filter expressions are used appropriately for the situation
Appropriateness	Understand the short talk on a health-related topic that might realistically occur in the workplace (hospitals, aged care, nursing home)	Recognise and understand paraphrasing; understand cohesion between parts of a text. Follow a complex argument that is made over several paragraphs	Use range of grammatical structures accurately and in a way, which enhances meaning (past perfect to show sequence of events, passive constructions, and participles)	Chose language which is appropriate for giving clear paraphrases of technical procedures and which is suited to overcoming barriers to communication
Sentence completion and Grammar	Grammar use accurately to show relevance to the patient and context	Use appropriate word spelling and word forms. Grammar use accurately to show relevance to the patient and context	Layout and salutations are in line with the target readers' expectation. Spelling and punctuation show a good level of accuracy throughout	Draw on a wide range of vocabulary and grammar, generally used accurately to show relevance to the patient of what has been said

## 7 Roles and Responsibilities

- 7.1 Teaching and Learning Committee is responsible for ensuring that the assessment of all new programs and subjects or amendment to existing programs and subjects adheres to this procedure.
- 7.2 Program Coordinators are responsible for ensuring that moderation occurs where necessary and that feedback is provided to students within designated timeframes.
- 7.3 The Academic Manager (Academic and Compliance) is responsible for:
- ensuring compliance with this policy and related procedures;
  - benchmarking Academy policy and standards with those adopted elsewhere in the tertiary sector, and
  - the monitoring of information available from the review of records relating to the implementation of this procedure.
- 7.4 The Education Manager is responsible for:
- ensuring that all assessment information is available to students in the required time frame.
- 7.5 All staff are responsible for becoming familiar and complying with this procedure.

## 8 Definitions

BOARD OF EXAMINERS	means the internal group of staff who officially consider assessment outcomes and final grades
EXAMINATION	means a test scheduled within an official examination period which serves as the final evaluation of student performance in a program
FORMATIVE ASSESSMENT	means assessment tasks that do not contribute to the final grade of the student, that are designed to evaluate student comprehension, learning needs and academic progress during a particular lesson or subject. Formative assessment helps staff and student to identify concepts that students are finding challenging, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved, so that adjustments can be made to lessons, instructional techniques, and academic support or individual (in the case of the student) study techniques or effort
GRADUATE ATTRIBUTES	means the overarching framework nested in the values of the organisation, with a focus on the discipline, knowledge, communication skills, problem solving and analytical competence that students should develop during their period of study
PROGRAM	means a course, or other qualification, which is approved by the Academic Board and the Board of Governance, and is conferred upon completion of the relevant program requirements
STUDENT	means an admitted or enrolled student of the Academy Admitted student means a student who has been admitted to an

Academy program of study and who is entitled to enrol in a subject/unit/module of study.

Enrolled student means a student who has been admitted to an Academy program of study who is enrolled in a subject/unit/module at the Academy

**SUBJECT/UNIT/MODULE**

means that each program of study comprises several subjects/units/modules which may be core/compulsory or elective. Each subject/unit/module comprises a discrete set of objectives, content, methods and assessment which jointly ensure that program objectives and learning outcomes are met. Each subject/unit/module consists of individual topics of study, unique to each subject

**SUMMATIVE ASSESSMENT**

means assessment designed to assess the attainment of program and/or subject level learning outcomes

## 9 Associated Information

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