

IEFT STUDENT ASSESSMENT POLICY

PURPOSE

This document articulates IEFT's principles for assessment and for making informed judgements about student learning outcomes in units of study in IEFT's accredited higher education courses.

SCOPE

This policy applies to all assessments conducted at IEFT.

DEFINITIONS

Assessment Moderation is the process used to ensure that assessment is fair, valid and reliable¹. IEFT's moderation processes safeguard the quality of assessment, and its outcomes and ensures that decisions regarding student performance are consistent and comparable.

Consensus Moderation is the process used by IEFT academic teaching staff 'to reach a general agreement about what quality assessment and its outcomes 'look like' at all stages of assessment design and implementation. This process involves: joint discussion about assessment criteria and expectations; moderating a sample of assessment items; and double marking for assessments deemed to have failed. These practices ensure that judgments of students' performance are consistent and have the same meaning'².

Course Co-ordinator means the academic staff member responsible for the management, conduct, teaching and assessment of a course or related courses; for oversight of teaching and assessment of units of study where two or more members of staff are engaged in teaching the unit(s); and for collation of unit evaluation feedback from students and academic teaching staff.

RESPONSIBILITIES

The Academic Board is delegated responsibility by the Board of Directors for the academic governance and leadership of IEFT, and is responsible for monitoring the implementation of this policy.

The **Dean (Emotionally Focused Therapy)** is responsible for the implementation of this policy in accordance with the processes detailed in the Student Assessment Procedure.

PRINCIPLES

1. The integrity of IEFT's accredited higher education courses is paramount.
2. IEFT is committed to assessment design and processes that are objective and transparent, and subject to moderation of outcomes to ensure consistency.
3. Assessment tasks and criteria are to be aligned to the intended learning outcomes for units of study and detailed in unit outlines.
4. Academic teaching staff members teaching in a unit of study reach agreement on assessment expectations and standards prior to commencing marking.
5. Assessment feedback evaluates students' performance against assessment criteria, and provides advice on how to improve in future work.

¹ Centre for Learning and Development, ECU. (2012). *Moderation of Assessment in Higher Education: A literature review*. Retrieved from https://intranet.ecu.edu.au/_data/assets/pdf_file/0019/504253/Moderation-of-assessment-in-higher-education-A-literature-review.pdf

² Griffith University. (n.d.). *Assessment Matters! Consensus moderation*. Retrieved from <http://app.griffith.edu.au/assessment-matters/docs/consensus-moderation>

6. Assessment tasks and procedures are non-discriminatory and do not disadvantage any group or individual.
7. Clear, accurate, consistent and timely information on assessment tasks is made available to all students at the beginning of teaching periods.
8. The volume and scheduling of assessment tasks does not overload students or academic staff.

POLICY

1. The purpose of assessment is to:
 - promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of students;
 - measure and confirm students' application of knowledge and skills in relation to a unit of study's defined learning objectives and the relevant AQF level of the course;
 - acknowledge student effort and achievement;
 - provide relevant information in order to continuously evaluate and improve the quality of the curriculum and the effectiveness of the teaching-learning process;
 - ensure that judgments of students' performance are consistent and have the same meaning;
 - assure the integrity of IEFT's higher education courses.
2. All student assessment tasks are marked in accordance with the assessment criteria specified in the unit outline, so as to enable a judgement about each student's capacity to apply the knowledge and skills specified in the learning outcomes of a particular unit of study.
3. Assessment of student performance in a unit of study utilises a variety of forms of assessment (such as written assignments, presentations, examinations, and practical assessments).
4. The forms of assessment to be utilised in each unit of study is clearly set out in documentation given to students at the commencement of each unit of study.
5. Academic staff members ensure that students are fully informed about unit learning outcomes and assessment requirements by the end of the first week of the semester (or equivalent).
6. The Dean (Emotionally Focused Therapy) ensures that academic teaching staff are provided with marking rubrics to assess student work with an acceptable level of consistency.
7. The Course Co-ordinator is responsible for facilitating consensus moderation processes in units of study with two or more academic teaching staff.
8. Students may request a review of assessment grades.

FORM

Review of Assessment Grading Application Form

RELATED

Student Assessment Procedure
Moderation of Assessment Policy
Quality Assurance Framework
Quality Assurance Procedure
Course Design Development and Approval Policy
Course Design Development and Approval Procedure
Course Evaluation and Review Policy
Course Evaluation and Review Procedure
Benchmarking Policy
Benchmarking Procedure

Students at Risk Policy
Students at Risk Procedure
Student Progression Exclusion and Graduation Policy
Student Progression Exclusion and Graduation Procedure

Version Control

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