

## **POLICY TITLE:     Assessment**

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### **Purpose**

To ensure that staff and students comply with the *Higher Education Standards Framework (HESF) 2015* in relation to assessment of learning outcomes and follow the correct Photography Studies College (Melbourne) policy, principles and procedures when participating in the assessment cycle.

### **Policy**

Photography Holdings Pty Ltd is a registered Higher Education Provider trading as Photography Studies College (Melbourne) -TEQSA Provider No. PRV12200

Photography Studies College (Melbourne) is responsible for academic standards and quality for all its courses.

Photography Studies College (Melbourne) will ensure academic integrity in all its assessment processes.

Photography Studies College (Melbourne) requires consistent implementation of assessment practices that ensure appropriate student performance is properly judged and communicated in a timely manner.

Photography Studies College (Melbourne) upholds four key elements and the supporting procedures comprising a holistic assessment practice in an educational institution.

#### **Key Elements**

1. Principles of Assessment
2. Reasonable Adjustment
3. Assessment Feedback
4. Grading and Marking Framework

Photography Studies College (Melbourne) ensures that assessment strategies are a fundamental component of the learning process.

Photography Studies College (Melbourne) will not disadvantage or discriminate against any student on any basis.

## Key Elements

### 1. Principles of Assessment

Assessment evaluates the learning outcomes stated for all subjects of Photography Studies College (Melbourne) Higher Education courses of study and requires that the methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment. (*HESF 2015 Standard 1.4.3*)

The following principles underpin all assessments in courses of study:

- **Validity** assessment that is capable of confirming that the specified learning outcomes have been achieved and can be supported by evidence.
- **Fairness** assessment that does not disadvantage anyone or any particular group and fairly reflects the students' level of attainment.
- **Flexibility** assessment that reflects student needs and allows opportunity to negotiate certain aspects of the assessment (for example, timing) within the limits of the given assessment requirements.
- **Reliability** assessment that is consistent and accurate.

### 2. Reasonable Adjustment

Wherever possible, teachers will make reasonable adjustments to learning and assessment processes to ensure all students are treated equally and that no person is disadvantaged.

Assessment processes may be reasonably adjusted for the following:

- Students with English as a second language.
- Students with literacy or numeracy difficulties.
- Students experiencing difficult circumstances<sup>1</sup>.
- Indigenous students.
- Students with disability and/or medical conditions.

Whilst Reasonable Adjustment does not mean accepting a lower standard of outcome, it may mean undertaking any of the following:

- Adjusting the delivery arrangements of the course.
- Making changes to the assessment arrangements.
- Making changes to the way evidence for assessment is gathered.

### 3. Assessment Feedback

It is a guiding pedagogical principle that assessment be considered to be part of the learning process. For this reason outcomes of all assessments must returned to the

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<sup>1</sup> Examples of difficult circumstance may include but are not limited to: severe family disruption including dealing with alcoholism or drug addiction; long term illness of a family member; divorce/separation of parents including changed living conditions; death of an immediate family member or friend; natural disasters such as drought, bushfire or flood. This is in no way an exhaustive or prescriptive list. It is provided only as a guide to the kind of circumstances a teacher/assessor may be required to consider.

student within fourteen (14) days and with feedback on their progress toward achieving course of study learning outcomes.

Following all assessment, feedback, both written and verbal, is provided to students about the outcomes of the assessment process. This feedback must be of a quality to be of real assistance to students thereby enabling them to improve their performance, and of sufficient frequency to enable those students who are struggling to be assisted toward success.

#### 4. Grading & Marking Framework

Assessment results for all subjects in Photography Studies College (Melbourne) Higher Education courses are marked out of 100 in compliance with the Grade Table below:

Grade		%	Level
HD	High Distinction	80-100	Excellent
DI	Distinction	70-79	Very Good
CR	Credit	60-69	Good
PA	Pass	50-59	Satisfactory
UP	Ungraded Pass	50	Satisfactory
F	Fail	0-49	Unsatisfactory
FNS	Did not Submit*	----	Did not submit any work for assessment, to be regarded as fail
SWR	Supplementary Work Required#	40-49	Discretionary grade - further submission required by due date in order to be considered for a pass grade
WH	Withheld Result*	----	Normally granted due to unresolved academic or administrative situations
RPL	Recognition of Prior Learning*	----	Credit has been granted for previous study in another course or an exemption has been granted due to the satisfactory evidence of required competencies

# Temporary grade only – will revert to F if no (or unsatisfactory) submission is received.

\*No mark is recorded with this grade.

**SWR Grading:** The allocation of an SWR grade suggests the teacher considers that if given the opportunity and with extra effort, the student may be able to achieve a pass grading. Students are then eligible to submit supplementary work in an attempt to achieve a pass.

Eligibility for supplementary work requirements is at the discretion of the teacher, and the requirements are to be entered on the Supplementary Work Requirement form with an appropriate due date. Only one SWR submission is allowed for any subject in each assessment cycle and re-gradings from SWR can only be assessed up to a mark of 50.

**F Grading:** This indicates failure in the subject. An F grade does not qualify the student for supplementary work; students will need to repeat the subject. Those who receive an F grade must repeat the particular subject in another semester at the appropriate fee rate.

## **Additional information**

### **Assessment sent to Students**

Documentation provided to students will follow the guidelines listed in the *Course Completion and Graduation Policy*.

### **Record of Assessment**

The integrity of all records of assessment is maintained according to the *Records Management Policy* and the *Student Records Management Policy*.

### **Plagiarism**

Plagiarism is a serious matter and Photography Studies College (Melbourne) has measures in place to detect and prevent plagiarism and cheating amongst its students. Refer to the *Plagiarism policy*.

### **Assessment Appeals**

Students can appeal an assessment decision for up to fourteen (14) days after the issuing of results. Students should refer to the *Academic Appeals Policy*.

## **Related Documentation**

### **Policies**

Academic Appeals  
Grievance Handling Policy and Procedure for Academic and non-Academic Matters  
Student Progress and Exclusion  
Course Completion and Graduation  
Records Management  
Student Records Management  
Plagiarism

### **Procedures, Forms & Documents**

Assessment and Moderation Process for Course of Study  
Photography Studies College (Melbourne) - External Examiner Guide  
Photography Studies College (Melbourne) - External Examiner Report  
Specific Course of Study Documentation  
Student Handbook  
Supplementary Work Requirement Form  
Application for Extension  
Assessment Moderation Form  
Academic Transcript  
Plagiarism Register

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Julie Moss - Managing Director

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## Assessment Policy - Supporting Procedures

### Assessment and Moderation Methods

Photography Studies College (Melbourne) utilises a range of assessment and moderation methods in order to meet the needs of a diverse range of learners, and also to ensure the academic integrity of assessment procedures and principles. The procedures operate under the oversight of the Academic Director, but are the responsibility of the relevant Teachers, Year Level and Course Convenors for each course.

Methods of assessment and moderation are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

### Assessment and Moderation Processes

Photography Studies College (Melbourne) ensures teachers participate in regular validation and moderation activities to ensure their teaching practices and assessment decisions are: consistent between teachers; valid; fair; flexible and reliable and based on evidence. Specific moderation processes (internal and external) for each Higher Education course of study ensure consistent and appropriate assessment and are outlined in the Assessment and Moderation Process for Course of Study and other the relevant documentation.

### Submission of Work for Assessment

The requirements for submission of work for assessment will be outlined in each subject/unit guide and on the College's Learner Management System miPlace.

### Progression

Assessment procedures for student progression in Higher Education Courses are as follows:

- Students must achieve an overall mark of 50 or above to pass a subject.

- Students may progress even if they fail individual assignments within subjects as long as their overall averaged mark across all assignments for the subject is above 50.
- In the case where a final overall mark of 40-49 is attained – students will be permitted to undertake supplementary work requirement (SWR) for re-assessment – a mark of 50 is the highest mark that can be achieved in this scenario; students may be allowed to repeat the SWR process if their first attempt is unsuccessful. Decisions will be made on a case-by-case basis by the Year Level or Course Convenor.
- A mark of 39 or below is a fail and students will not be permitted to submit work for re-assessment. In this case students will be required to repeat the subject in the following academic year.
- Students should complete and pass all subjects in each year level before progressing. Some subjects in the Higher Education courses have specific pre-requisites that should be completed before students can progress, however in some instances, students *may* be allowed to progress to the next year of the course carrying failed subjects. Decisions will be made on a case-by-case basis authorised by the Academic Director.
- Students will not be able to graduate until all subjects listed in their course of study have been satisfactorily completed (a mark of 50 or greater has been achieved).

### **Supplementary Work Requirements Details**

- Students who receive an **SWR grade** will be required to undertake supplementary work to endeavour to gain a grade of 50.
- Eligibility for supplementary work requirements is at the discretion of the teacher, and the requirements are to be entered on the Supplementary Work Requirement form with an appropriate due date.
- Only one SWR submission is allowed for any subject in each assessment cycle and re-grading's from SWR can only be assessed up to a grade of 50.
- Students who receive a HD DI, CR or PA grade **do not** have the opportunity to undertake supplementary work to gain a higher grade.
- Supplementary work must be received by the date set as shown on the Supplementary Work Requirements form.
- For a student to be eligible for supplementary work the initial submission must have been submitted by the due date (unless a formal extension was applied for and granted).
- Supplementary work submitted and assessed will not receive more than a grade of 50.