

Student Assessment Policy

1. Purpose

- 1.1 This policy provides guiding principles for the setting of, grading and moderation practices relating to all assessment items.

2. Scope

- 2.1 This policy applies to all staff and students of Perth Bible College.

3. Responsibility

- 3.1 It is the responsibility of the Dean of Studies to implement this policy.

4. Definitions

<i>Aboriginal and Torres Strait Islander</i>	A person of Aboriginal or Torres Strait Islander descent who identifies as an Aboriginal or Torres Strait Islander and is accepted as such by the community in which he or she lives (High Court of Australia (1983)).
<i>Appeal</i>	A request for a decision to be reviewed by an independent person or entity. Appeals can be lodged about academic and non-academic decisions made.
<i>Assessment</i>	A process used to determine student achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering assessment information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences.
<i>Course Progress</i>	The academic progression of students enrolled to study in Perth Bible College courses. Students are expected to maintain satisfactory results.
<i>Formative Assessment</i>	Information collected (generally via a range of formal and informal methods) during a course to determine student progress towards course outcomes or learning goals. Its purpose is to provide feedback in order to evaluate the comprehension of students, their learning needs and academic progress, and improve performance.

<i>Learning Outcomes</i>	The expression of the set of knowledge and skills, and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
<i>Moderation</i>	A process for ensuring that consistency of marking occurs within courses and across the programme, such that the same level of achievement is similarly rewarded. Moderation should demonstrate that markers make the same judgement at different points in time in relation to the same level of performance.
<i>Plagiarism</i>	The use of someone else's ideas or words as if they were your own. Plagiarism is a form of Academic Misconduct.
<i>Summative Assessment</i>	Assessment carried out during or at the end of a course of study (as appropriate) to determine and specify student achievement of course outcomes or learning goals.
<i>Unit</i>	A discrete unit of study and a combination of units that make up a course of study.

5. Policy Provisions

Principles

- 5.1 The College has a policy of evaluating a student's academic progress by multiple assessments across the semester.
- 5.2 Assessment is seen as an integral aspect of the educative process in all units and is interpreted in the widest context.
- 5.3 Assessment items emphasise critical and creative abilities and not merely the ability to recall facts.
- 5.4 Assessment modes are varied to suit the objectives of the particular unit.
- 5.5 Regular appraisal and re-adjustment of the assessment system is the responsibility of the Teaching and Learning Committee.
- 5.6 Perth Bible College will adhere to the following principles of assessment:
 - 5.6.1 assessment tasks must align with the relevant Unit and Course Learning Outcomes and ensure achievement of the College's graduate attributes;
 - 5.6.2 a range of assessment types are used, both formative and summative;
 - 5.6.3 alternative assessment methods will be provided for students with a disability, where appropriate;

- 5.6.4 assessments are designed to provide timely feedback to students on their progress as appropriate to the unit;
- 5.6.5 assessment task weighting is commensurate with the complexity and effort required to complete the task;
- 5.6.6 scheduling of assessment due dates takes into account student workload across semester units to ensure the workload is manageable;
- 5.6.7 assessments will be reviewed prior to their release to students to ensure that they reflect good practice;
- 5.6.8 assessments are moderated to ensure appropriateness of tasks, consistency in marking, and the maintenance of standards;
- 5.6.9 external moderation is utilised to benchmark assessment criteria and outcomes;
- 5.6.10 assessments are reviewed regularly for effectiveness in meeting desired Learning Outcomes;
- 5.6.11 assessment practices are supported by a culture of academic integrity that is fostered at all levels within Perth Bible College;
- 5.6.12 assessment practices are supported by professional development for the academic staff of Perth Bible College;
- 5.6.13 students are treated fairly and equitably, including under-represented groups such as Aboriginal and Torres Strait Islander peoples;
- 5.6.14 mechanisms are in place to identify and monitor student progress;
- 5.6.15 students are advised of unsatisfactory progress in a timely manner and offered support; and
- 5.6.16 students are made aware of the grievance processes and how to appeal assessment marks and grades.

Minimum Requirements

5.7 For an internal studies student to complete a unit, the student must:

- 5.7.1 lodge all assessments required for grading; and
- 5.7.2 obtain a grade of at least 50% in the unit.

5.8 For a flexible learning student to complete a unit, the student must:

- 5.8.1 lodge all assessments required for grading; and
- 5.8.2 obtain a grade of at least 50% in the unit.

Demand Hours

5.9 Demand Hours are the time to which each student is notionally committed. In the case of full-time students this is 40-41 hours per week. Over a semester a 3 credit point unit is allocated 142 demand hours. A typical breakdown could include 32.5 hours face to face in the classroom (2.5 hours per week), 65 hours devoted to assessment tasks, and 43.5

hours set aside for non-assessable tasks. When determining the assessment items in any unit, lecturers should initially calculate the workload (in demand hours) for each assessment item. Then calculate percentage of the unit grade for each item so that the marks allocated for each reflects the number of demand hours required.

5.10 Demand hours for assessment tasks in 500 and 600 level units are allocated on the basis of:

- 5.10.1 12 demand hours per 1000 words critical thinking and writing assignments (see Appendix A for a list of Assignments in each category)
- 5.10.2 12 demand hours per 2000 words theological reflection assignments
- 5.10.3 12 demand hours per 500 words creative writing presentation
- 5.10.4 12 demand hours per 15 mins presentation
- 5.10.5 18 demand hours per 30 mins of oral examination
- 5.10.6 18 demand hours per 1½ hours written examination
- 5.10.7 1 hour per 10 pages of reading

5.11 Demand hours for assessment tasks in 700 level and 800 level units are allocated on the basis of:

- 5.11.1 10 demand hours per 1000 words critical thinking and writing assignments
- 5.11.2 10 demand hours per 2000 words theological reflection assignments
- 5.11.3 10 demand hours per 500 words creative writing presentation
- 5.11.4 10 demand hours per 15 mins presentation
- 5.11.5 18 demand hours per 30 mins of oral examination
- 5.11.6 18 demand hours per 2 hours examination
- 5.11.7 1 hour per 12 pages of reading

5.12 Demand hours in 900 level units are notionally allocated on the basis of:

- 5.12.1 8 demand hours per 1000 words critical thinking and writing assignments
- 5.12.2 8 demand hours per 2000 words theological reflection assignments
- 5.12.3 8 demand hours per 500 words creative writing presentation
- 5.12.4 8 demand hours per 15 mins class presentation
- 5.12.5 12 demand hours per 30 mins of oral examination
- 5.12.6 15 demand hours per 2 hours examination
- 5.12.7 1 hour per 15 pages of reading

5.13 The total number of demand hours for all assessment items in any unit should not exceed 65 demand hours for the subject.

Assessment Design

- 5.14 Assessment items for each unit will be designed in accordance with the course learning outcomes and graduate attributes. A range of assessment types have been developed for each unit that are most appropriate for the unit content and will assess students' achievement of the learning outcomes. Assessment criteria are to be provided for each unit, and assessment tasks are to contain the appropriate level of complexity for the year level and to reflect an appropriate workload for the unit based on the credit points allocated. All units must have a unit outline that details unit rationales, learning outcomes, content, delivery and assessment. Further details such as mapping to learning outcomes, weighting and assessment details must also be provided.
- 5.15 Assessment details will be made available to students at the commencement of each term. Final student results will be published after they have been approved by the Teaching and Learning Committee.
- 5.16 Lecturers should, as much as possible, ensure that assessment items are spread throughout the semester in a way which would allow a student to establish a general idea of where they are situated within their progress in the unit.

Types of Assessment Tasks

- 5.17 Different assessment modes are used in different units so that students have the opportunity to reveal their competency.
- 5.18 Students are assessed in each unit as determined by the Teaching & Learning Committee (in liaison with the lecturer).
- 5.19 Units should normally have a minimum of three (3) assessment items with any one item having a maximum weighting of 50%. Research units/projects are exempt from this clause. The preferred number of assessment items for the different levels of study are
 - 5.19.1 three items for 500 and 600 levels
 - 5.19.2 four items for 700, 800 and 900 levels
- 5.20 Through formative and summative assessments throughout the semester, student progress can be determined.
- 5.21 Lecturers should be familiar with *G04 Assessment Items Guidelines* for revising assessment items, as well as the following::
 - 5.21.1 Objectives being tested:

- 5.21.1.1 In setting topics for assessment items, lecturers should ensure that the questions asked are in line with the objectives set for the unit, the level of the unit, and the overall standard of the course.
- 5.21.1.2 Assessment items should seek to assess candidates' abilities in appropriate analysis, synthesis, and evaluation and as well as knowledge, comprehension and application. Objectives are described in the Unit Plan for each subject.
- 5.21.2 Breadth of Research:
 - 5.21.2.1 Research assignments should expect students to show evidence of broad up-to-date relevant reading, in-depth understanding and critical appraisal of the topic.
- 5.22 Assessment items should normally give evidence of consulting a minimum of resources as indicated below, unless specifically stipulated in the Unit Plan:
 - 5.22.1 For 500 level units: at least 5 references
 - 5.22.2 For 600 level units: at least 6 references (including 1 journal article)
 - 5.22.3 For 700 level units: at least 9 references (including 2 journal articles)
 - 5.22.4 For 800 level units: at least 9 references (including 2 journal articles)
 - 5.22.5 For 900 level units: at least 12 references (including 3 journal articles)

Assessment Approval

- 5.23 The Teaching and Learning Committee is responsible for the approval of all assessment items.
- 5.24 The Teaching and Learning Committee is responsible for the approval of all examination papers and ensuring they are set to test unit outcomes as outlined in the Unit Plan.
- 5.25 Once assessment items are set they are not to be altered during the course of the semester without the approval of the Teaching & Learning Committee.

Examination Assessment Preparation

- 5.26 Lecturers should be familiar with *G04 Assessment Items Guidelines* as well as the following regarding examinations:
- 5.27 Unit Lecturers are responsible for developing examination papers for all set examination assessment items.

- 5.28 All Examination Questions must be completed on the current electronic Examination Paper Template and submitted to the office.
- 5.29 Degree of choice:
- 5.29.1 Students are generally not to be given a choice in answering questions to ensure all relevant unit outcomes are being tested.
 - 5.29.2 If choice is given, lecturers need to ensure students cannot choose to answer questions such that a unit outcome to be tested is avoided.
- 5.30 Objectives being tested:
- 5.30.1 In setting the Examination Questions unit lecturers should re-visit the Unit Plan and ensure that the questions asked on the paper are in line with the objectives set for the unit, and the standard of the course.
 - 5.30.2 Examination Questions should seek to assess the candidates' abilities in two or more of the following:
 - 5.30.2.1 analysis,
 - 5.30.2.2 synthesis
 - 5.30.2.3 evaluation
 - 5.30.2.4 knowledge
 - 5.30.2.5 comprehension
 - 5.30.2.6 application.
- 5.31 Wording of Questions
- 5.31.1 Examination Questions should avoid merely testing knowledge and/or a good memory.
 - 5.31.2 Key terms are outlined in *G05: Assessment Item Key Terms and Format Outlines* and should be referenced for setting examination questions suitable for the study level being examined. Terms like What, why, how, etc. are often unsuitable for examination questions as they do not provide enough clarity in directing the student.
 - 5.31.3 Questions that require discussion, should be set as open questions.
 - 5.31.4 When setting examinations, lecturers should remember that all previous examination papers are lodged in the Library and are available for consultation by current students.
 - 5.31.5 Unless there is a justifiable reason, lecturers should ensure that the examination for the current semester is not an exact copy of the examination which was held the last time the unit was run.

Types of Examinations

- 5.32 The type of examination should be in line with the objectives of the Unit.

5.33 The Unit Plan should clearly indicate the type and scope of the examination.

5.34 Examinations may take different forms, including:

5.34.1 Unsighted Paper: Traditional written essay (or objective) examination where questions are not revealed in advance.

5.34.2 Take-home Paper: Candidates complete answers within a specified time limit. Questions are limited to examining the application of a process, which could not reasonably be completed within a 3hr time limit.

5.34.3 Prepared Questions Paper: A list of questions from which the actual examination questions will be selected is given to candidates in advance.

5.34.4 Open-Book Paper: Candidates may take texts and/or prepared notes into the examination room.

5.34.5 Oral Examination: Candidates are requested to respond orally to questions in the presence of the examiner.

Examination Expectations

5.35 Lecturers who use examinations other than an “unsighted paper” or oral examination should expect a higher standard in answers.

5.36 Where the candidate has had more information about the examination, it is assumed that their examination preparation would have covered less breadth of material and will therefore supply more depth in their answers.

5.37 For “open book” or “take-home” examinations the candidate has access to more information (and in the take-home examination, more time) and so more detailed information in answers would be expected.

5.38 For “take-home” examinations lecturers should set the time for completing the examination, with enough time included for short rest and refreshment breaks

Date and Time of Examination

5.39 Unit lecturers are responsible for setting the time and date of a mid-semester examination.

5.40 The Dean of Studies will release the Examination Timetable for all end of semester examinations no later than week 9 of the semester.

Examination Aids

- 5.41 The unit lecturer must indicate permission for the use of unmarked NIV Bibles on the Examination paper, otherwise candidates will not be provided with Bibles. Students with first language other than English are permitted an unmarked Bible in their mother tongue (candidate to supply: must be hard copy – electronic Bibles are not permitted).
- 5.42 Overseas and International students will be permitted to use a dictionary (candidate to supply: must be hard copy – electronic dictionaries are not permitted).
- 5.43 All other aids permitted to be used during the Examination must be outlined by the unit lecturer on the Examination paper. If they are not outlined candidates will not be permitted to use any other aids.
- 5.44 All personal electronic devices, including electronic watches are prohibited from the examination room, unless otherwise approved.

Assignment Referencing and Submission

- 5.45 Students are required to use the University of South Australia (Harvard) referencing system when referencing a direct source or paraphrasing another person's work. Students are to use bibliographies to comply with expectations of an academic paper. Students are to complete all assessments in the format specified in the unit outline and include details of their name, unit name, lecturer's name, unit code, student ID, and the assessment topic.
- 5.46 Cover pages for assignments should contain the following information:
 - 5.46.1 Student name and number;
 - 5.46.2 Unit name;
 - 5.46.3 Lecturer's name;
 - 5.46.4 Title of assignment; and
 - 5.46.5 Due date.
- 5.47 Students must keep a copy of all assignments submitted for assessment.
- 5.48 Copyright and academic integrity rules (including plagiarism) apply to all assessments according to the *PBC Academic Misconduct Policy and Procedure*. Perth Bible College has an expectation that all assessment work is either:
 - 5.48.1 the individual effort of the student;
 - 5.48.2 the effort of an individual student who may have discussed the assessment with others to better understand the topic, but who is responsible for submitting an individual piece of work;

- 5.48.3 the sole effort of the student based on information given in course textbooks or other authoritative course resources; or
- 5.48.4 the effort of a group of students when the assessment item is marked as group work.

5.49 Acknowledgement of all sources used in an assignment or work submitted for assessment in any written essay is expected by Perth Bible College students. It is considered as plagiarism when work is not sourced. Work that is not completed by a student yet deliberately submitted as that student's work is considered as cheating.

Assessment Due Dates

5.50 Students must hand in all assessment items by the due date specified.

Late Assessment Items

- 5.51 Assessment Items which are submitted past the due date without the submission of written approval for the extension of the item, will be considered as Late Assessment Items.
- 5.52 Items which require class participation or presentation which a student is not able to complete on the set date without approval to delay the item will be considered as Late Assessment Items.
- 5.53 The penalties outlined below are provided only in the instance where the Unit Outline has no outline of penalties for Late Assessment Items and 5.54 does not apply. Particular assessment items, due to the nature of the assessment task(s), may have penalties that differ from below and these will be outlined in Unit Outlines.
- 5.54 For presentations and examinations there is no obligation for a unit lecturer to provide an alternate date unless an extension is approved. The result would be that a student would receive no grade for the assessment item. In these instances, a student may be provided the opportunity to pass the unit via a supplementary assessment if approved during the Teaching and Learning Committee end of semester review.
- 5.55 Late assessment items will be penalised at the rate of 5% per day. As assignments can be lodged electronically 24 hours a day, weekends, public holidays and semester breaks will also attract these penalties.
- 5.56 Assignments lodged more than two (2) weeks after the due date will be given a grade of zero. However, it is still possible for the student to pass the unit, if the overall aggregate mark is 50% or higher. All assignments must be lodged as reasonable attempts, however, in order for the student to pass the unit.

- 5.57 It is the responsibility of lecturers to notify students of the penalty applied. The notification should include the mark, the penalty and the final mark after the penalty.

Assessment Extension Requests

- 5.58 Normally, applications for an assessment extension must be done in written form and approved before the assessment is due. Applications after the due date can be accepted in the case of an unexpected crisis.
- 5.59 Approval to extend an assessment can be granted under the following circumstances:
- 5.59.1 medical grounds;
 - 5.59.2 representation in sporting or cultural activities at state, national or international level;
 - 5.59.3 difficulties associated with employment;
 - 5.59.4 compassionate grounds; or
 - 5.59.5 special circumstances.

Feedback to Students

- 5.60 Feedback on assessments may be provided by lecturers in a number of ways including verbal, written, or through online interactions. Feedback will be respectful, timely and conducted in a manner that aims to encourage students to enhance their learning via correction and suggestions for improvement.
- 5.61 When assessment items directly relate to material that is part of the final examination it is important for students to have marked assessment items for their final examination preparation. In these cases it is necessary that all assessment items are returned to students no later than two full weeks prior to the commencement of the examination period. For these items lecturers should ensure that submission dates are no later than one month before the commencement of the examination period. This should be indicated to the Dean of Studies who is responsible for finalising the due dates.
- 5.62 Marks for assessments submitted on time will normally be returned to students within 14 days after the due date of the assessment or 14 days after a late submission

Group Assignments

- 5.63 For group assignments, all group members will be awarded the same mark, or, in some instances, there will be a version of peer reviewed adjusted marking that determines the individual marks.
- 5.64 All group members will receive feedback for the group assignment.

Marking and Grading

- 5.65 All lecturers and tutors will ensure that they adhere to this policy when developing and marking assessment items, and providing feedback to students.
- 5.66 Marking guides must be explicitly articulated and made available to all students at the commencement of the study period for each assessment task.
- 5.67 Marking guides should also be discussed with students, so that students can understand their expected standards of academic performance.
- 5.68 The Teaching and Learning Committee will set a date to evaluate unit results one week after Examination Week.
- 5.69 Unit Lecturers will be required to supply the College Administrator with a detailed breakdown of assessment items and grades allocated using the standard Marks Template Spreadsheet before the set date of the Teaching and Learning Committee meeting to evaluate unit results.
- 5.70 A separate Marks Template Spreadsheet is required for each level of study at which the unit has been run.
- 5.71 The Unit Lecturer will be required to supply the College Administrator with a Course Completion Form for each course which includes details related to 'Incompletes', 'Deferrals', 'Students eligible for Supplementary exams', and 'Failures'.

Final Grades

- 5.72 Students' achievement in each unit shall be assigned one of the following grades of assessment:

Scores	Grade	Meaning
80-100%	HD	High Distinction
70-79%	D	Distinction
60-69%	C	Credit
50-59%	P	Pass
50%	S	Pass (Supplementary)
45-49	CP	Conceded Pass (if approved)
	UP	Ungraded Pass (No mark give
0-49%	N	Fail (Actual mark shown)
	W	Withdrawn (No mark shown)
	WF	Withdrawn Fail (No mark
		shown)
	IC	Incomplete (No mark shown)
	DE	Deferred (No mark shown)

- 5.73 High Distinction (HD): For a student to receive the grade of "HD" they shall have demonstrated the highest level of academic and/or practical achievement throughout the course of the unit as prescribed in the unit outline. Students will have demonstrated their ability to interact with the course objectives and content at a complex level of understanding and application.
- 5.74 Distinction (D): For a student to receive the grade of "D" they shall have demonstrated a very high level of academic and/or practical achievement throughout the course of the unit as prescribed in the unit outline. Students will have demonstrated their ability to interact with the course objectives and content at an advanced level of understanding and application.
- 5.75 Credit (C): For a student to receive the grade of "C" they shall have demonstrated a skilful level of academic and/or practical achievement throughout the course of the unit as prescribed in the unit outline. Students will have demonstrated their ability to interact with the course objectives and content at a high level of understanding and application.
- 5.76 Pass (P): For a student to receive the grade of "P" they shall have demonstrated a satisfactory level of academic and/or practical achievement throughout the course of the unit as prescribed in the unit outline. Students will have demonstrated their ability to interact with the course objectives and content at an adequate level of understanding and application.
- 5.77 Supplementary Pass (S): Where a student has passed a unit via a supplementary exam they shall be awarded the grade of "S" and a mark of 50%. See P12 Grading Assessment Items policy.

- 5.78 Conceded Pass (CP): Where a student is graded between 45% and 49% the Teaching and Learning Committee may consider conceding a pass in that unit. However, a student will be granted no more than one conceded pass in any one semester. A conceded pass shall retain the numerical grade originally awarded but shall be given an alpha grade of "CP". The Teaching and Learning Committee may grant permission for a student to be awarded a conceded pass if:
- 5.78.1 the student's academic status is "Good Standing" (see P21 Academic Progress Policy) and they have a semester average or course average of 60% or more; or
 - 5.78.2 the unit is the final unit required for a student to complete their course of study.
- 5.79 Ungraded Pass (UP): For a student to receive the grade of "UP" they shall have demonstrated a satisfactory level of academic and/or practical achievement throughout the course of a unit which does not receive a numerical grade.
- 5.80 Fail (N): Where a student fails to demonstrate a satisfactory level of academic and/or practical achievement throughout the course of the unit, they shall receive the grade of "N". An unsatisfactory level of academic and or practical achievement is defined as:
- 5.80.1 the student has failed to achieve an average grade of 50% for the unit and cannot be granted supplementary assessment or a conceded pass (CP);
 - 5.80.2 the student has failed to submit all assessment items required for the unit;
 - 5.80.3 the student has failed to attend 85% of all classes if enrolled as an internal student (excluding approved absences);
 - 5.80.4 the student has been granted the opportunity to pass the unit via supplementary assessment which they have subsequently failed;
 - 5.80.5 the student was originally given a grade of IC (incomplete) and has failed to meet the requirements as outlined in *Student Course Progress Policy*; or
 - 5.80.6 the student has been approved to defer the unit (see Deferred below), but fails to complete the unit in the deferred semester.
- 5.81 Withdrawn (W): A student who withdraws from a unit after the census date and prior to the end of the tenth week of the semester will be deemed to have withdrawn from the unit without penalty and receive the grade "W" to indicate they withdrew from the unit. Students must have completed an *Application for Change of Enrolment Form* to withdraw from a unit which is to be kept in their file.

- 5.82 Withdrawn Fail (WF): A student who withdraws from a unit after the end of the tenth week of the semester will be deemed to have failed that unit and receive the grade "WF" to indicate they withdrew from the unit. Students must have completed an *Application for Change of Enrolment Form* to withdraw from a unit which is to be kept in their file.
- 5.83 Incomplete (IC): All units with approved outstanding assessment items or units where supplementary assessment has been granted but not yet completed at the end of a semester, will receive the grade of IC.
- 5.84 Deferred (DE): A unit may be deferred only at the approval of the Dean of Studies. Approval to defer the unit must be sought in writing and remains the responsibility of the student to obtain. A deferred unit must be completed the within the time indicated on the approval form. When a student defers a unit, they will be expected to complete all the assessment items, even if they have done some previously. If the assessment items are the same as the previous semester, the Teaching and Learning Committee will determine if the student can do the same assessment items, or if the lecturer needs to develop new or similar assessment items for the student to complete. Approval to defer a unit can be granted under the following circumstances:
- 5.84.1 medical grounds;
 - 5.84.2 representation in sporting or cultural activities at state, national or international level;
 - 5.84.3 difficulties associated with employment;
 - 5.84.4 compassionate grounds; or
 - 5.84.5 special circumstances.

Grade Distribution

- 5.85 For Advanced Diploma and Degree units the amount of HD and D grades ought not to exceed 35%, of which no more than 10% may be awarded at the HD level. Item 5.91 should be considered in the application of this formula.
- 5.86 For Post-graduate units the amount of HD and D grades ought not to exceed 45%. Item 5.91 should be considered in the application of this formula.
- 5.87 The amount of C and P grades are undifferentiated across all course levels.
- 5.88 Assessment items should be graded such that the average final marks are in the range of 60% to 68% (excluding marks below 50%).
- 5.89 The above grade distribution items are in place to provide a 'Bench mark'.

5.90 There are a number of valid reasons for legitimate variations from the above. These include:

5.90.1 Original Biblical Languages – Some aspects in the assessment of Biblical languages make scaling of grades inappropriate.

5.90.2 Small class sizes – Where the number of students is below six, normal distribution spread is not possible.

5.91 Different modes of assessment which have a 15% or above variance within the same unit are to be reviewed and clarified by the Teaching and Learning Committee at the end of semester grade review.

Scaling of marks

5.92 Perth Bible College does not seek to apply pre-determined or ideal distribution of grades across a student cohort. Therefore the Teaching and Learning Committee is not expected to adjust students' grades to comply with pre-determined distributions. Marks and grades awarded to students are to be based solely on merit in relation to prescribed academic standards and against specified criteria in the marking guide. Lecturers will take any reasonable step to be objective in their grading.

Assessment Weightings

5.93 An Assessment Weighting indicates the individual percentage value of an assessment item.

5.94 Generally, items should not exceed 50% weighting for a unit.

5.95 Assessment tasks are weighted in light of the following workload:

500 and 600 level units

Weight	Creating thinking and writing	Theological reflection	Creative written presentation	Oral exam	Written Exam
60%	3000 words	6000 words	1500 words		
50%	2500 words	5000 words	1250 words		
40%	2000 words	4000 words	1000 words	40 min	2 hours
30%	1500 words	3000 words	750 words	30 min	1½ hours
20%	1000 words	2000 words	500 words	20 min	1 hour

10%				10 min	
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700 and 800 level units

Weight	Creating thinking and writing	Theological reflection	Creative written presentation	Oral exam	Written Exam
60%	4500 words	9000 words	2250 words		
50%	3750 words	7500 words	1875 words		
40%	3000 words	6000 words	1500 words	1 hour	2 1/2 hour
30%	2250 words	4500 words	1125 words	45min	2 hours
20%	1500 words	3000 words	750 words	30 min	1 1/2 hour
10%				15 min	

Master's program (900 levels) course units

Weight	Creating thinking and writing	Theological reflection	Creative written presentation	Oral exam	Written Exam
60%	6000 words	12000 words	3000 words		
50%	5000 words	10000 words	2500 words		
40%	4000 words	8000 words	2000 words		
30%	3000 words	6000 words	1500 words	1 hour	3 hours
20%	2000 words	4000 words	1000 words	40min	2 hours
10%				20 min	

Assessment Moderation

5.96 Unit Lecturers are responsible for reviewing and revising the set assessment items through the unit evaluation process.

- 5.97 In revising assessment items, Unit Lecturers should ensure that the assessment is in line with the level of the unit, the learning objectives of the unit (as listed in the unit plan), and the standard of the specific course.
- 5.98 Assessment items should enable students to show evidence of wide up-to-date relevant reading, in-depth understanding and critical appraisal of the topic.
- 5.99 The Teaching and Learning Committee shall review all requested changes to assessment items through the Unit Evaluation process, as outlined in the *Course Development and Review Policy*.

Supplementary Examinations and Resubmissions of Assessment Item

5.100 Supplementary examinations applies when:

- 5.100.1A student has failed an examination; or
- 5.100.2 Has a disability and will be unable to complete the regular assessment item successfully.

5.101 During the Moderation meeting of the Teaching and Learning Committee, the Committee will decide whether a student will be offered a supplementary examination.

5.102 All students who are granted permission to complete a unit via supplementary examination will receive an initial grade of IC (incomplete) on their end of semester transcript and shall be provided with a copy of the *Student Course Progress Policy* outlining their requirements to complete the unit.

5.103 A lecturer may grant a resubmission of an assessment item due to the following :

- 5.103.1When there are serious grammar and syntax issues with the submission;
- 5.103.2When the topic or assessment explanations could have been legitimately misunderstood; or
- 5.103.3 When the student has made a serious attempt to complete the assessment item but fails in their attempt.

5.104 The lecturer, in consultation with either the Dean of Academics and Research or the Dean of Studies, will then offer a resubmission to the student stipulating:

- 5.104.1The reason for the resubmission;
- 5.104.2 The due date of the resubmission; and
- 5.104.3Any penalties that may apply to a resubmission.

Special Consideration

- 5.105 A student may apply for special consideration if they fall ill during an examination and need to leave early. Other unforeseen circumstances that may affect a student's results, such as a death in the family, may also be grounds for special consideration. Written evidence must accompany an application for special consideration, such as a medical certificate or death certificate.

Assessment Appeals

- 5.106 Students can appeal a mark or grade if they believe that an error in the marking has been made, or if they believe the outcome is not a fair result in terms of the assessment criteria. The student should discuss the issue with the relevant lecturer in the first instance prior to requesting a review of the mark. Further information can be found in the College's *Student Complaints and Appeals Policy*.

Teaching and Learning Committee

- 5.107 Approval of all academic grades is the responsibility of the Teaching and Learning Committee.
- 5.108 The Teaching and Learning Committee should discuss any marks which may qualify for scaling either positively or negatively to adhere with distribution guidelines (as outlined in this policy).
- 5.109 The Teaching and Learning Committee should discuss any marks related to CP, S, IC, N with regards to ensuring they adhere to this policy.
- 5.110 The Teaching and Learning Committee should discuss any marks falling within the distribution of 48% to 49% to decide whether the mark should be raised to 50% and receive the grade of "P". Consideration should be given to the particular student's overall marks profile and their marks for the current semester. If the mark is not upgraded this does not exclude the student from being awarded a "CP".
- 5.111 Any student who fails to complete a unit should be recorded and assessed for required actions against the *Student Course Progress Policy*.
- 5.112 The Teaching and Learning Committee should discuss any students whose results appear to be anomalous (either across different units or in comparison to previous results). The reasons for this will be investigated and documented. The Teaching and Learning Committee will consider

the results, together with the lecturer's comments, and make a decision to accept them or for them to be amended.

6. Policy Information

Date first approved: 16/06/2021	Date of effect: 01/07/2021	Date last amended: 12/08/2021	Date of next review: 12/08/2022
Approved by		Academic Council	
Authorised Officer		academic Dean	
Supporting documents, procedures & forms of this policy		<i>Student Assessment Procedure</i> <i>G04 Assessment Items Guidelines</i> <i>G05: Assessment Item Key Terms and Format Outlines</i> <i>Application for Change of Enrolment Form</i> <i>Student Course Progress Policy</i> <i>Course Development and Review Policy</i> <i>Student Complaints and Appeals Policy</i>	
Related Legislation and Codes of Practice		<i>Higher Education Standards Framework 2015, Part A: Standard 1.4</i> <i>Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</i>	
Audience		Staff	

7. Version History

Review Table			
Date	Review Type <ul style="list-style-type: none"> Scheduled Policy amendment Admin update 	Summary of Changes	Review person/group
09/09/2019	Policy amendment	Amalgamated multiple policies into one and transferred into new template.	Natalie Tierney, CRG Consultant
12/08/2021	Admin update	Grammatical fixes and general clean up.	Chris Burton

Appendix A – Categories for Assessment Items

Creating thinking and writing

- Analysis
- Case Study
- Change theory for the context
- Compare and contrast
- Context Analysis
- Develop resources
- Devotions (Devotional readings)
- Essay
- Evaluate Resources
- Evaluate Sermons / Sermon evaluation
- Fieldwork Report
- Lead a group
- Matrix (Reflective/ Evaluative)
- Questions developed about a topic
- Report
- Resource evaluation
- Resource Development
- Summaries

Theological reflection

- Critical Theological Responses
- Field Research Questionnaires
- Field descriptions
- Journal
- Prayer diaries
- Reflective journal
- Online Forum Discussion
- Reviews
- Reflection

Creative written presentation

- Feature Article
- Drama Script (Radio/ Stage)
- Mapping
- Mapping Tradition and Historical Prejudice
- Posters
- Proposal (Field Education)/ Supervised Field Education Agreement
- Proposal (Research)

Presentation

- Counselling
- Creative Discussion

- Presentations (Oral and Visual)
- Role-Play
- Sermons

Oral Exam

- Oral Exams

Written Exam

- Examination
- Tests
- Homework questions and short tasks