

## Greystone Institute Assessment Policy

The Greystone Institute Assessment Policy outlines the framework through which Greystone Institute regulates student learning and assessment. All higher education coursework programs are required to deliver a depth of learning aligned with the appropriate Australian Qualification Framework (AQF) level for the course. Meaningful assessment contributes to achieving teaching objectives and students' learning aspirations. This policy establishes the assessment process, ensuring equitable assessment, grading, certification, and qualification for all students. Furthermore, the policy delineates procedures for students and teaching staff to ensure regular and comprehensive unit assessments. The policy's objectives are to ensure that Greystone Institute's assessments:

- Align with rigorous and scholarly learning outcomes that assess disciplinary-specific knowledge and skills.
- Foster inclusive, fair, and equitable student learning experiences.
- Measure student achievements and learning outcomes to generate recognizable, measurable grades enhancing students' career trajectories.
- Contribute to nurturing students' lifelong learning appreciation, a key goal of Greystone Institute.

This policy applies to all students and teaching staff within Greystone Institute. Academic staff should acquaint themselves with this policy in conjunction with the Moderation Policy. Students must be aware of their assessment process and available avenues for appealing assessment decisions, as detailed in the Student Complaints and Appeals Policy.

### Definitions

**Assessment:** a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance. The purpose of assessment is both to facilitate and certify the achievement of specified learning outcomes. Assessment is integral to the curriculum as it drives approaches to student learning and achievement.

### Policy

The Greystone Institute Assessment Policy is designed to ensure that students receive instruction and evaluation of the highest quality. Greystone Institute holds that all higher education coursework assessments should:

- Originate from a foundation of sound pedagogy, assessing student progress in a manner that is challenging, rigorous, transparent, and equitable.
- Be conducted with integrity, applying consistent standards and marking schemes.

- Be communicated clearly and effectively, with provisions for student inquiries and clarification of assessment requirements.
- Progress logically in terms of difficulty, knowledge, and skill.
- Integrate seamlessly and appropriately into unit and program curricula.
- Assess students' abilities while considering realistic workloads.
- Be developed to assess students' skills and knowledge and to encourage self-reflection on learning.
- Formative assessment will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks.
- Summative assessment will progressively determine a student's knowledge and skill level. The student outcome achieved certifies the level of attainment achieved and is used as the basis for progression in a course.

## Procedures

### *Responsibilities:*

The Academic Dean and the Academic Board are responsible for implementing this Assessment Policy and related procedures.

- Maintaining high and consistent standards across all higher education assessment practices.
- Monitoring the academic progress of all Greystone Institute students.
- Approving the level and format of each assessment task in new unit proposals.
- Monitoring assessment outcomes as part of annual reporting.
- Overseeing requests for extensions, special considerations, and assessment feedback delays.

### *Submission:*

- Assessments must be submitted by the due date.
- Late submissions incur penalties, set by the Unit Coordinator and communicated to students via unit websites and unit outlines.
- Electronic submission of assessments automatically records submission time and date.
- For paper-based assessments, the date submitted field must be accurately completed by the student.
- For assignments, students must sign an originality/plagiarism statement. Plagiarism detection software is applied to electronic submissions.

### *Group Assessment:*

Greystone Institute believes group assessments to be essential for students in developing employability skills. When group assessment is required, the following principles are to be applied:

- Students must participate in group assessments.

- Non-contributing individuals may receive a Pass/Fail grade without impacting the group's result.
- Students are given an induction to group work at the beginning of the relevant study period explaining the following:
  - Why group work is being used in the unit.
  - How marks for group work be allocated to individual group members.
  - How students will be allocated to groups.
  - Roles, responsibilities, and expectations of group members.
  - How to manage group meetings and record group decisions.
  - How to manage, document, and resolve issues between group members.

### Assessment Feedback

Feedback to students will:

- be timely.
- justify the mark awarded against the published criteria.
- identify instances where student(s) could have improved their result.
- where appropriate, provide advice on how the student can improve in their next assessment task.
- recommend additional academic learning support if required.

### Unit Outline:

Each unit has an outline, available on the unit website, detailing assessment task requirements.

### Final Grades:

Greystone Institute, in collaboration with teaching staff, determines final unit grades. Greystone operates the following grading scheme:

Grade	Mark	Descriptor
HD	85-100%	High Distinction. Student demonstrated an exceptionally high quality of performance or standard of learning achievement.
D	75-84%	Distinction. Student demonstrated a high quality of performance or standard of learning achievement.
C	65-74%	Credit. Student demonstrated a good quality of performance or standard of learning achievement.
P	50-64%	Pass. Student demonstrated a satisfactory quality of performance or standard of learning achievement.
NYC	0-49%	Not Yet Competent. Student demonstrated a quality of performance or standard of learning achievement that is at a

		standard indicating the student is not yet competent. There was evidence of achievement of desired learning outcomes below the passing standard.
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### Other grades

Grade	Descriptor
DEC	Deceased. Grade awarded for enrolled units that have not been completed at the time of the student's death.
DEF	Deferred. A deferred exam or final assessment task has been approved.
NYCNS	Not Yet Competent No Assessment Submitted. Did not present any work for assessment, to be counted as Not Yet Competent.
RW	Result Withheld. No result entered yet for this unit. Students should contact Greystone Institute if they do not know why the result is withheld
SUP	Supplementary Assessment. Students awarded a SUP grade have the opportunity to undertake a supplementary assessment task.
W	Withdrawal. Student has withdrawn from the unit. This is NOT counted as Not Yet Competent and appears beside the course on the academic record when the withdrawal from the course is processed administratively after the last date to drop a unit without being liable for fees, up until the final date for withdrawal without failure.
WF	Withdrawal with Not Yet Competent. An assessment grade indicating that the student cancelled their enrolment in the unit after the final date for withdrawal without being considered Not Yet Competent.

### Unit Completion:

Completion of a unit is granted by Greystone Institute upon meeting course criteria and posting final grades.

### Academic Success and Early Intervention

Students enrolled in designated first-year units are supported with assessment that is both formative and developmental to build skills and confidence. As such, Greystone Institute will endeavour to:

- make special provision in first-year units to assist students to negotiate the expectations underpinning any assessment task
- make use of academic learning advisors in teaching students effective and productive approaches in their completion of assessment tasks
- monitor the assessment performance of students enrolled in first-year units as a means of ensuring early intervention where required.

- offer academic support to any student for any major assessment task that has been given an initial grade of 'fail'.

### Special Consideration:

#### Eligibility

- Students experiencing exceptional circumstances beyond their control, affecting assessment completion should submit a completed Application for Assessment Special Consideration to the unit coordinator. The unit coordinator will recommend the course of action to be taken which may include:
  - An extension to the assessment due date
  - Re-submission of an assessment
  - Adjustment to the assessment results
  - Other arrangements approved by the Academic Dean.

Unit Coordinators make reasonable efforts to accommodate students in disruptive circumstances beyond their control.

### Overdue Assessments

Any assessment submitted after the due date without an approved extension will be penalised. For each calendar day the assessment is submitted late, a penalty reduction of 5% per calendar day will be applied. A zero grade will be awarded if the assessment is submitted more than seven (7) calendar days after the due date.

### Moderation

Moderation is integral to ensuring effective and appropriate assessment practices and building trust in assessment outcomes. It commences during assessment planning and extends until final marks are assigned.

For further information see the Moderation Policy

### Review of Assessment

A student who believes the mark awarded for an assessment item is incorrect or unfair may request a review. The request should be made to the Unit Coordinator within five (5) days of the original mark being released. As part of the request the student needs to include specific reasons why the assessment result does not reflect the marking criteria. The student will be notified beforehand that this process may result in the mark increasing, decreasing, or remaining the same.

If the Unit Coordinator deems the request for a remark unwarranted, the original mark awarded will stand.

If the Unit Coordinator approves a remark, a second marker will be assigned to remark the assessment. The Unit Coordinator will review the first and second markers and determine the final

result to be awarded. The student will be notified. It is not possible for an assessment to be marked for a third time.

If the student is still dissatisfied with the mark awarded, they may appeal the decision. The Academic Dean will review the remark as per the Complaints and Appeals Procedure.

#### Requesting a Review of the Final Grade Awards

A student who believes their final unit grade to be inappropriate or unfair may request a review. The request should be made within five (5) working days of the grade being released. The request must be submitted to the Unit Coordinator. The review may result in either the grade being adjusted, or no change to the final unit grade. If still dissatisfied, the student may appeal the decision under the Complaints and Appeals Policy.

#### Quality Assurance:

- Greystone Institute ensures that teaching staff adhere to relevant assessment guidelines.
- Teaching strategies, learning requirements, and unit assessments are actively aligned.
- Changes to unit assessment requirements require approval from the Academic Dean.
- Unit assessment practices will be reviewed regularly to evaluate the quality and determine appropriate actions for continuous improvement.
- Assessment moderation practices will be implemented and managed by the Unit Coordinator to ensure the quality of marks awarded and consistency across markers.
- Greystone institute will engage in external benchmarking to ensure student outcomes are comparable with those of similar courses.

#### Recordkeeping:

- Greystone Institute retains assessment-related materials until final grades are posted, up to six (6) months.
- Materials may be returned to students or destroyed after this period.

#### Compliance:

- Students must adhere to this Assessment Policy; non-compliance may result in disciplinary actions.

#### Use of Artificial Intelligence:

Greystone Institute supports the responsible and ethical use of emerging technologies such as generative AI. Our responsibility is to teach and expose students to the advantages of using such technologies as they will need these skills to adapt to evolving technologies after graduation. We also have a duty to make sure that students are aware of the potential dangers and ethical issues of such



tools. In teaching and learning we strive to ensure that academic integrity is upheld as a foundational value of all academic work.

Teaching staff are encouraged to integrate the use of artificial intelligence into their teaching and learning and provide students with clear guidelines on the ethical and appropriate use of artificial intelligence in their learning experiences.

## Review

This policy undergoes review every 5 years or as deemed necessary by the Academic Board.

## Appendix 1 Assessment types at Greystone Institute

The following is an indicative list of the types and descriptions of assessment at Greystone Institute

**ASSIGNMENT:** a task set for a student/s to do in private study for a unit. Assignments are generally build on work delivered.

- Written assignment

An assignment based on extended writing and that may include critical analysis, for example, article review, bibliography, case study, critical analysis, essays, letters, news story, literature review, note-taking.

- Planning document

An assignment that is primarily a planning document, for example, a project plan, essay plans, a website plan (but excluding building the website), a portfolio proposal, a report on progress to date.

- Problem-solving assignment

An assignment on solving a problem or a set of problems, for example, a hypothetical case to solve or discuss. This includes the completion of weekly exercises or worksheets.

- Practice-based assignment

A combination of a single event performance or presentation together with substantial written analysis and or reflection of that performance or presentation.

**EXAM:** A formal test of a person's knowledge or proficiency in a subject or skill. Exams are more comprehensive in the scope of knowledge/ skills examined than short tests or quizzes, are conducted under formal, observed conditions and are usually given at mid-trimester and/or end of trimester.

- Exam – selected response

An exam that asks the student to select from responses provided and includes Multiple-choice questions, labelled diagrams, Multiple True/False Questions, Matching questions.

- Exam – constructed response

An exam that includes essays, short answers, concept maps, where the student must construct their own response.

- Exam – combination of selected and constructed response

An exam that includes a mixture of selected and constructed responses.

- Exam – oral

An exam with an oral response required to questions from an examiner or providing an oral defence of a position e.g. oral defence of a poster, viva voce.



#### ASSESSMENT BASED ON RECORD OF PRACTICE

- Log of learning activities

Log of learning activities that have been undertaken. Assessment is based on the completion of learning activities and not on the level of achievement. This log could be completed on campus, out-of-class or in the workplace and might include diaries or workbooks, exercises completed for a workshop/seminar.

- Portfolio evidence

The student constructs a body of evidence of their activity and level of achievements over a period, using any type of media, including reflection or analysis. This can be completed on campus, out of class, or in the workplace.

- Workplace-based assessment

Assessment conducted within the workplace and or practice setting and could include assessment reports from supervisors (e.g., 360-degree assessments) or direct observation of the student (e.g., competency or behaviour) or discussion with the student.

#### OTHER TYPES OF ASSESSMENT

- Test or quiz

A Test or Quiz is more limited in scope of material covered than an exam, can be given throughout the trimester, is usually short in length, may focus on only one aspect of the course and is often undertaken in class. A test or quiz can include multiple types of questions.

- Guided discussion with peers

The student initiates, leads or contributes to a discussion of a curriculum area with a group of peers. The discussion is moderated/assessed by a staff member. The intention is to expand on in-class teaching and learning. The discussion, and not a written assignment, is the focus of the assessment, e.g., contribution to a discussion in a blog online or taking a lead role in a workshop/seminar.

- Peer assessment

Assessment of the student's ability to assess a peer (e.g., assessing the quality of contribution to group work).

- Self-assessment

Where students are asked to judge the quality of their work themselves against criteria.

- Presentation – technical professional

Demonstrating oral communication skills that are technical or professional in nature (e.g., oral presentation, debates).

- Participation

To be awarded a mark for participation a student must attend and participate in the required session/s. Application of this assessment type is restricted to 10% maximum (of the total mark for the course).

#### Appendix 2 Indicative Assessment Weightings

Categories	Assessment type	Recommended minimum weighting
Activity	Games/simulations	25%
	Role play/interview/guided discussion with peers	25%
	Participation	10%
	Peer/self assessment	10%
Written assignment	Annotated bibliography	25%
	Literature review	25%
	Report	25%
Presentation	Poster	25%
	Live	25%
	Video	25%
Project	Proposal	25%
Reflection	Discussion forum/AI chat	25%
	Structured reflections	25%
Scenario analysis	Real life problem exercises	10-30%
	Case study	25%
Formal test	Exam – written	25%
	Exam - oral	25%
	Quiz	15%
Record of practice	Log of activities	10-30%
	Portfolio	10-30%
	Workplace-based	25%



Notes:

Team-work assessment items should also include an assessment of individual student contribution. Significant variations to recommended minimum weightings require approval from the Academic Dean.