

ASSESSMENT POLICY – HIGHER EDUCATION DEGREE COURSES

Purpose	The purpose of this policy is to set out the principles for assessment of higher education degree courses.
Scope	All higher education degree courses.
Policy statement	<p>Assessment principles and design</p> <ul style="list-style-type: none"> • Assessment is designed to enhance learning and teaching by placing emphasis on learning outcomes and the development of graduate attributes • The primary mode of learning within NIDA courses is experiential, requiring students to immerse themselves in a co-operative group environment and to adopt a disciplined approach to their work and tasks • To be successful, as a part of each assessment tasks, students must observe punctuality, display reliability, and demonstrate their acceptance of industry procedures and practices, their respect for others, and an understanding of their place and role in the collective creative process • Students are required to acquire and exhibit a high degree of professionalism in the performance of their assessment tasks and a failure by students to meet the required standards may constitute grounds for failure in the related course • In some cases a required task in one subject may also be a required task in another subject. In that instance, the basis of assessment in each of the relevant subjects can be expected to differ reflecting the different learning outcomes of each subject • Students are provided with assessment feedback throughout the courses and at specified stages throughout the course to assist them to make satisfactory progress through the individual subjects and the overall course • There is a progression of complexity of assessment task requirements through the course of study. • The assessment demands of each subject reflect the subject weighting in terms of student overall course workload. • The weighting of assessment tasks within a subject is determined by the importance of the task in determining that the student has met the learning outcomes. <p>Grading</p> <ul style="list-style-type: none"> • The grading of student work is criteria-based, with

	<p>assessment aligned to an explicit articulation of learning outcomes and criteria for the different levels of achievement.</p> <ul style="list-style-type: none"> • Grading will be fair, equitable and ethical. <p>Responsibilities</p> <ul style="list-style-type: none"> • Heads of courses are responsible for the overall assessment of students within the relevant course of study in consultation with the teaching staff • Subject teachers are responsible for determining that a student has achieved the assessment requirements of a subject • Students are responsible for meeting all assessment requirements for each subject in which they are enrolled • Students are advised and encouraged to seek ongoing assessment advice and feedback from subject teachers or from the heads of courses at any time during the teaching year including during individual and group tutorials with subject teachers, and de-briefing sessions on NIDA play productions <p>Administration of assessment</p> <ul style="list-style-type: none"> • Assessment practices will be fair, equitable, ethical and transparent • At each stage in the assessment process clear records are kept and students can access these records on request • Assessment tasks and methods for individual subjects are set out in the subject outlines provided to students. In some instances, because of the nature of the learning environment at NIDA and to maximise opportunities for students to work with visiting teachers and leading international practitioners, the due dates and details of some assessment tasks may change during the year.
Related policies, procedures and documents	<ul style="list-style-type: none"> • Grievance Policy and Procedure- Academic Matters • Grievance Policy and Procedure- Non Academic Matters • Student Handbook
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