ASSESSMENT POLICY

Section 1 - Purpose and Scope

(1) This Policy articulates the principles underpinning the College's approach to assessment.

(2) The College uses diverse forms of assessment, and the type of assessment may vary according to the discipline. This Policy aims to provide flexibility while ensuring that all assessments meet an agreed set of standards.

Reasonable adjustments in assessment will be made to accommodate learners with a documented disability or impairment. Where necessary, the College will seek external specialist advice about reasonable adjustments or appropriate assessment. Refer to the Diversity, Equity & Inclusion Procedure for further details.

Scope

(3) This Policy applies to:

(a) students undertaking award and non-award coursework units; and

(b) staff involved in the teaching and administration of coursework units, and those with student-support responsibilities.

Section 2 - Definitions

(4) In this Policy:

(a) **Assessment (or assessment task)** means a task or performance opportunity that closely targets defined learning outcomes, requiring students to demonstrate their learning and capability. Common task types include, but are not limited to: written assignments, performances, presentations, class tests, quizzes and examinations. A unit may include multiple tasks of the same type (for example, a unit may include more than one class test).

(b) **Assessment (Formative):** monitors student progress against agreed standards and provides them with feedback comparing their progress to the standards with a view to helping them to achieve the standards. The goal of formative assessment is to map and monitor learning progress and to provide ongoing feedback to learners and teachers.

(c) **Assessment (Summative)** is an assessment where the result is used to determine a final mark or grade. The goal of summative feedback is to document the level of achievement on a task, which contributes to the

final mark or grade. A summative assessment task should also have a formative component through feedback.

(d) **Course** means the entire program of study that spans several years and is made up of multiple units.

(e) **Learning Outcomes** means a statement of what students will be able to do, know, understand or value at the completion of a class, unit or course.

(f) **Moderation** is the quality review and assurance process that occurs at all stages of the assessment lifecycle. See the Moderation Policy and Moderation Procedure.

(g) **Unit** means the smallest of stand-alone components of a student's course, for which a grade is assigned.

Section 3 - Policy Statement

(5) The College aligns assessments with the Higher Education Standards Framework (Threshold Standards) 2021, the Australian Qualifications Framework and any requirements stipulated for professional accreditation (where applicable).

(6) Assessment is designed and implemented in reference to set criteria and standards. Its purpose is to measure students' achievement, accredit learning and provide evidence to satisfy measures of quality. The criteria and standards underpinning assessments:

(a) cascade from the learning outcomes and grade descriptors;

(b) are known to students; and

(c) guide the grading of student performance.

(7) The following principles apply equally and jointly to the design and implementation of assessments:

- Assessment Principle 1: Assessment is standards-based.
- Assessment Principle 2: Assessment is fit for purpose, authentic and efficient.
- Assessment Principle 3: Assessment is course-related.
- Assessment Principle 4: Students and teachers are responsible partners in learning and assessment.
- Assessment Principle 5: Assessment is fair, transparent and equitable.
- Assessment Principle 6: Assessment is valid, aligned and reliable.
- Assessment Principle 7: Assessment design and implementation promotes academic integrity.

Assessment Principle 1: Assessment is standards-based.

(8) Assessment is designed and implemented with reference to explicit criteria and standards. The criteria:

(a) are drawn from the learning outcomes.

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(b) are made available to students (no later than the time the task is given); and

(c) guide the grading of student performance.

(9) Moderation occurs across the assessment lifecycle, in accordance with the Moderation Policy and Moderation Procedure.

Assessment Principle 2: Assessment is fit for purpose, authentic and efficient.

(10) Assessments are fit for purpose – relevant to students and their learning and/or professional goals.

(11) Assessments are authentic – designed to assess the academic achievement of a student that includes activities requiring the application of acquired knowledge and skills to real-world situations.

(12) Assessment tasks are efficient – they allow students to demonstrate the extent to which they have attained the assessment standards, while avoiding excessive assessment load.

Assessment Principle 3: Assessment is course-related.

(13) The College takes a course-based approach to designing assessment. That is, course design considers the assessment tasks across the course so that:

(a) students can achieve the course learning outcomes; and

(b) there is a logical progression with increasing complexity in the assessment tasks so that it is appropriately scaffolded to the level and stage of the course.

(14) Courses must include one or more significant tasks that:

(a) assist students consolidate, integrate and synthesise learning across their study; and

(b) offer the opportunity for group work.

(15) Assessment tasks may be shared across units in a course or explicitly build on tasks from prior units.

(16) Different types of assessments will be used to develop and demonstrate students' achievement of course outcomes and graduate capabilities.

(17) Assessment design across the course (including the timing of assessments) will be appropriate in volume and workload, manageable for both students and staff.

Assessment Principle 4: Students and teachers are responsible partners in learning and assessment.

(18) Assessment is designed for student learning, engagement and success. Ongoing opportunity for feedback is built into units.

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(19)   Students are responsible for their learning, and should actively engage with all assessment tasks at all stages.

(20)   Relevant academic staff are responsible for designing assessments that engages students and allows them to demonstrate their attainment of unit and course learning outcomes.

Assessment Principle 5: Assessment is fair, transparent and equitable.

(21)   Assessment design provides students with fair opportunities to demonstrate their learning outcomes. A variety of different assessment tasks are given across the course to enable students to demonstrate achievement of the learning outcomes.

(22)   Assessment practices are cognisant of student diversity; learners' needs and different ways of knowing.

(23)   The process of awarding results will be transparent.

Assessment 6: Assessment is valid, aligned and reliable.

(24)   Assessment tasks are:

(a) Valid – that is, they assess what they claim to assess.

(b) Aligned – that is, there is an explicit and logical alignment between the course learning outcomes, the unit learning outcomes and the assessment tasks, the task criteria, feedback and the grades associated with different levels of standards of performance.

(c) Reliable – that is, consistently and accurately measure students' learning, by making judgements based on a shared understanding of the standards of learning. This judgement should not be dependent on the individual teacher, the location or time of assessment.

Assessment 7: Assessment design and implementation promotes academic integrity.

(25)   Academic integrity will be promoted through careful task design, clear explanations and education, together with appropriate monitoring.

(a) Students and staff are responsible for upholding the requirements of the Academic Integrity Policy.

(26)   Assessment tasks are regularly reviewed, refreshed and renewed according to the level of risk.

(27)   Plagiarism detection methods are used to check student work or where plagiarism is suspected. The College uses plagiarism detection software for text-based electronically submitted summative assessment unless approved otherwise.

(28)　Online / remote assessment design and processes follows good practice so there is assurance that the educational outcomes of the program have been achieved by each student.

Section 4 - Procedures

(29) Assessment Procedure.

Related documents

This Policy should be read in conjunction with but not limited to:

- Assessment Procedure
- Academic Integrity Policy and Academic Integrity Procedure
- Diversity, Equity & Inclusion Policy
- Diversity, Equity & Inclusion Procedure
- Examinations Policy and Procedure
- Grievances, Complaints and Appeals Policy and Procedure
- Moderation Policy and Moderation Procedure
- Student Consultation Policy

Legislation

- Higher Education Standards Framework 2021 (Threshold Standards)
- Australian Qualifications Framework

Document Administration

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Version 1:	Assessment Policy and Procedure first approved March 2018. Subsequent changes to reflect changing corporate structure, staff roles and structure and improved clarity in relation to specific content. This version: revised into new template and separate Procedure developed. Amendments made to clause 2 and related documents section to add reference to reasonable adjustments or appropriate assessments, in line with the ACPE Diversity, Equity and Inclusion policy.

 # Unless otherwise indicated, this Policy will still apply beyond the review date.