

## ASSESSMENT POLICY AND PROCEDURE

### 1 Purpose and Scope

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The purpose of this Policy is to outline the principles that underpin the College's approach to assessment.

**Scope:**

- This Policy applies to all course offerings in which the College certifies attainment of learning outcomes.
- It will be relevant to all academic staff, including sessional teachers, and students.

### 2 Policy Statement

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#### 2.1 Purpose of Assessment

- 2.1.1 Assessment serves two equally important purposes. Firstly, assessment is designed to engage students in the learning process and should encourage and support learning. Secondly, at certain points, assessment measures achievement, accredits learning and provides evidence to satisfy measures of quality.
- 2.1.2 Assessment of student learning performance and feedback on progress are pivotal and important processes in Higher Education learning and teaching.
- 2.1.3 Assessment is an integral part of the learning process for students and strongly influences what and how students learn in their courses.
- 2.1.4 Well-designed assessment tasks communicate to students what is important and are vehicles by which the College assures itself, and society, of its graduates' capabilities.
- 2.1.5 This Policy acknowledges that assessment serves a variety of purposes and that the forms of assessment used throughout the College are diverse and vary according to the academic discipline. In acknowledgment of this, the Policy aims to provide flexibility to staff and students, whilst ensuring that all assessment meets a common set of minimum standards as outlined in this Policy.

## 2.2 Principles of Assessment

The *Assessment Policy* is underpinned by seven principles of assessment. All principles apply equally and must be read jointly.

### 2.2.1 Assessment is standards-based

- Assessment is made by reference to explicit and pre-determined criteria and standards that reflect the learning outcomes and not by reference to the achievement of other students.
- Clear criteria and performance standards for the assessment of student work are made available to students in the descriptions of the assessment tasks no later than the point at which the task is given.
- Students will have access to the standards expected and examples of relevant and related assessment tasks.
- Decisions regarding grades awarded to students must be based on the attainment (or otherwise) of the pre-determined criteria and standards.
- Procedures exist to ensure that all staff involved in teaching share a common understanding of assessment practices and criteria. Assessment must be conducted in a way that is consistent with the pre-determined criteria and standards for the task.
- Moderation will occur at all stages of the assessment lifecycle including unit planning, task design of the assessment regime, standards, pre-marking, post-marking and evaluation in accordance with the *Moderation Policy and Procedure*.

### 2.2.2 Assessment must be fit for purpose, and efficient in its application

- Assessment items across a course should be sufficient to assess achievement of both course and unit learning outcomes.
- Assessment tasks must be aligned to learning outcomes and should not address material outside of their scope.
- Assessment must be designed and implemented so that it allows students to demonstrate the extent to which they attained the assessment standards, while avoiding unnecessary

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assessment load. This applies both to the work required of staff in setting and assessing student work and in the work required of students to complete the assessment tasks.

### **2.2.3 Assessment will be course-based**

- Unit Coordinators and Heads of Department are responsible for ensuring a course-based approach to assessment. This is a holistic, coherent and integrated approach to assessment design and implementation where students develop and demonstrate their achievement of course learning outcomes.
- Course design must consider the assessment tasks set across the course to ensure that students can achieve the course learning outcomes
- Courses must include one or more significant tasks that assist students to consolidate, integrate and synthesise learning across their study, and offer the opportunity for group work.
- Assessment tasks may be shared across units in a course or explicitly build on tasks from prior units.
- A variety of different types of assessment tasks, such as authentic tasks, will be used and embedded strategically throughout a course of study to develop and demonstrate the achievement of course learning outcomes and graduate capabilities.
- Assessment workloads, and the timing of assessments across a course, will be considered to ensure they are reasonable and sustainable for students, staff and organisational units.
- Assessment practices are collaborative and promote continuous improvement. Assessment practices are open and should be shared across disciplines, courses and units.
- Professional development opportunities related to design, implementation and moderation of assessment will be provided to all staff where possible.

### **2.2.4 Students and teachers are responsible partners in learning and assessment**

- Assessment is designed to engage students in the learning process and should encourage and support learning.

- Ongoing opportunities for formative feedback will be built into all units. Examples include formal or informal assessment tasks, peer assessment, self-assessment or other assessment activity.
- Students are responsible for their learning and are expected to:
  - actively engage with assessment tasks, including carefully reading the guidance provided, understanding criteria, spending sufficient time on the task and submitting work on time;
  - read, reflect and act on feedback provided;
  - actively engage in activities designed to develop assessment literacy, including taking the initiative where appropriate (e.g. seeking clarification or advice, negotiating learning contracts, developing grading criteria and rubrics);
  - provide constructive feedback on assessment processes and tasks through student feedback mechanisms (e.g. student surveys, suggestions for future offerings, student representation on committees);
  - ensure that their work is their own; and
  - be familiar with College policy and Department procedures and act in accordance with those policies and procedures.
  - responsibilities will be communicated to students during the period of orientation.
- Heads of Department, Unit Coordinators and Teaching staff are jointly responsible for designing assessment regimes that enable students to demonstrate attainment of unit and course learning outcomes. Staff must:
  - advise students in relation to expectations relevant to specific assessment tasks by providing appropriate guidance, supporting material, standards and rubrics during the first week of semester;
  - regularly review and improve assessment tasks;
  - assess student work fairly, consistently, transparently and in a timely manner;
  - ensure moderation of all assessment tasks as per the moderation policy;
  - provide timely feedback which enables students to further improve their learning and performance wherever possible;
  - be able to justify student results against the stated criteria; and
  - be familiar with College policy and Department procedures and act in accordance with those policies and procedures.

### **2.2.5 Assessment is fair, transparent and equitable**

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*“Fairness in assessment should be considered from at least three perspectives. First, we should consider the fairness of what we ask students to do to demonstrate their learning. Second, we should consider the fairness of our judgements about the quality of students’ performance. Third, we should consider the fairness of the educational decisions we make as a result of these judgements.” Killen 2005, p.118.<sup>1</sup>*

- Assessment regimes must provide all students a fair opportunity to demonstrate their unit and course learning outcomes.
- Across a course, students will be given a variety of tasks to demonstrate achievement of course learning outcomes.
- Assessment practices take into account equity and inclusiveness to accommodate the diversity of the student body as required.
- The process of awarding results in accordance with the standards will be transparent to students, staff and moderators.
- All assessment tasks must comply with the requirements outlined in *2.3 Unit Assessment Requirements*.
- If a final examination is used it must comply with the requirements outlined in the *Examinations Policy*.

#### **2.2.6 Assessment is valid, aligned and reliable**

- Assessment tasks will be fit for purpose and valid (i.e. assess what they claim to assess).
- There should be 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 or standards of performance.
- Assessments should also be reliable, that is, they should consistently and accurately measure learning. This involves making judgements about student learning that are based on a shared understanding of standards of learning and should not be dependent on the individual teacher, location or time of assessment.

#### **2.2.7 Assessment design and implementation promotes academic integrity**

- Academic integrity and honesty will be promoted through careful task design, clear explanations and education, together with appropriate monitoring of academic honesty by academic staff.

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- To ensure academic integrity, assessment tasks are reviewed regularly, and refreshed and renewed appropriately according to the level of risk.
- Academic support services will be offered to staff and students to embed a culture of academic honesty.
- Plagiarism detection software will be used for all text-based electronically submitted summative assessment unless approved otherwise.
- Online/Remote assessment design and processes will follow good practice guidelines for online assessment so that there is assurance that the educational outcomes of the program have been achieved by each student.

## 2.3 Unit Assessment Requirements

### 2.3.1 Maximum weighting

- No single assessment task can be worth more than 60 percent of the total assessment of the unit unless required by an external accrediting body.

### 2.3.2 Group Work

- Group work should encourage peer learning and peer support, and group work tasks should be designed to promote collaboration between group members.
- Group work should be assessed where there is a learning outcome pertaining to group work. Assessment may target group processes, product or both, depending on unit learning outcomes and/or graduate attributes.
- Group work will be structured in such a way that all students will be able to demonstrate attainment of all the learning outcomes of the task.
- The total contribution of group work to an individual student's final grade for a unit will be no more than 30 percent.
- Staff shall monitor groups to ensure that:
  - the group's progress is satisfactory
  - group members are collaborating effectively and fairly
- It is also a student's responsibility to communicate with the Unit Coordinator to ensure that:
  - the group's progress is satisfactory
  - group members are collaborating effectively and fairly

### 2.3.4 Hurdle Requirements

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- A hurdle requirement is a task or activity that is marked on a pass/fail basis and is required to pass the unit, but does not contribute to the final grade.
- Hurdle requirements that are not associated with marks/results are still regarded as assessment tasks for the purposes of this policy.
- Hurdle requirements:
  - Must be clearly specified in the unit assessment guide including the requirements for performance and / or participation.
  - Must be determined on pedagogical grounds.
  - Should be used only where it is appropriate to ensure fulfillment of unit and course learning outcomes.
  - May be used to meet minimum competency standards or to demonstrate 'fitness to practice' for courses related to professional practice.
- In cases where students have made a serious first attempt at a hurdle requirement but have failed to meet it, they may be given one further opportunity to meet that hurdle requirement. For the purposes of this clause, a serious attempt at an assessment task is one where the student has made an effort to address the set task, but has failed to reach the required standard of performance.
- A student, who has obtained a raw mark over 50, yet failed all available attempts to meet the hurdle assessment as described in this policy, fails the unit.
- Work Integrated Learning may be considered a hurdle task; this will be clearly specified in the unit assessment guide.

### 2.3.5 Supplementary Assessment

- Supplementary assessment for a unit in which a student is currently enrolled may be approved following a submission of a Grade Appeal or Special Consideration application (Grievances, Complaints and Appeals Policy and Procedure and Special Consideration Policy and Procedure)
- A student may be granted a supplementary assessment if they:
  - have achieved an overall raw mark in the unit of between 47 and 49.4; **and**
  - have made a genuine attempt at all assessment tasks; **and**
  - have met all attendance requirements that apply to the unit; **and**
  - have not had any penalties applied for Academic Dishonesty.

### 2.3.6 Academic Honesty

- Students are expected to abide by the College's *Academic Integrity Policy*.

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- Plagiarism detection methods are to be used on a routine basis to check student work or when plagiarism is suspected.
- Text-based work submitted by students for assessment will be subject to plagiarism detection software, such as Turnitin or similar approved software, unless otherwise approved.

### **2.3.7 De-identification**

- Consideration must be given to implicit and explicit forms of bias in marking and employing mechanisms such as the de-identification of scripts where possible and appropriate.

### **2.3.8 Electronic Submission**

- Unless otherwise approved, all assessment tasks will be submitted electronically using the College's electronic learning management system.

### **2.3.9 Late Submission**

- The College applies penalties to assignments submitted after the due date and without prior request for an extension, and approval having been granted. The penalty will be deducted from the total mark. Penalties are calculated as a percentage of the total mark available for the assignments/essay/academic work as follows:
  - 5 percent per day late including weekends.
  - More than one week late 10 percent per day including weekends.
- Unless otherwise stated in the relevant assessment task description, all work should be submitted by 11.55pm "Australian Eastern Standard Time" on the due date.
- Except in cases of an approved special consideration notification, penalties for late submission of assessment where an extension has not been approved are to be consistently applied across all students enrolled in a unit.

### **2.3.10 Retention of student work**

- All assessments worth 20 percent or more must be archived for benchmarking, calibration, or grade review, for a period of six months unless otherwise approved.

## **2.4 Standardised Numerical Grading**

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- Grades are awarded so that ACPE can provide a statement for students, which indicates the student's achievement in an assessment task or unit.

### **2.4.1 Grading System**

- The standardised grades that apply to learning achievement in assessment tasks will be:
  - High Distinction (HD),
  - Distinction (D),
  - Credit (C),
  - Pass (P),
  - Fail (F),
  - Satisfactory (S) and
  - Unsatisfactory (US).
- The following grades are to be used purely for administrative purposes only:
  - Fail Non-Attempt (FNA),
  - Fail Incomplete (FI) and
  - Incomplete (I).
  - Withdrawn (W)
- Within the framework described in this policy, it is recognised that assigned grades assume some level of comparability in meaning across the College. Accordingly, the following descriptive guidelines are provided to assist in the interpretation of each grade level.
- However, it is fully acknowledged that these descriptions must be interpreted within the context of the unit, discipline and level of study. For instance, the complexity required of responses to assessment tasks in the final year of a degree would be substantially higher than for assessments in the first semester of a degree.

<p><i>Pass (P)</i> Numerical range: 50-64</p>	<p>A Pass response is characterised by work that satisfies the requirements of the assessment task and unit outcomes. The response demonstrates a competent grasp of the knowledge and skills required. It may exhibit occasional minor errors in style and/or performance. Consistent errors especially in relation to knowledge and understanding are not acceptable at this or any other higher level.</p>
<p><i>Credit (C)</i> Numerical range: 65-74</p>	<p>A Credit response is characterised by work that capably satisfies the requirements of the assessment task and unit outcomes. The response demonstrates a well-rounded grasp of the knowledge and skills required. It may exhibit occasional minor errors in style and/or performance.</p>
<p><i>Distinction (D)</i> Numerical range: 75-84</p>	<p>A Distinction response is characterised by high quality in satisfying the requirements of the assessment task and unit outcomes but is less sustained than for a High Distinction. The response demonstrates a predominantly insightful understanding of the knowledge required and a high level of skill performance. It may exhibit rare minor errors in style and/or performance.</p>
<p><i>High Distinction (HD)</i> Numerical range: 85-100</p>	<p>A High Distinction response is characterised by sustained, superior quality in satisfying the requirements of the assessment task and unit outcomes. The response demonstrates an insightful understanding of the knowledge required and a high level of skill performance. It avoids all minor errors in style and/or performance.</p>
<p><i>Fail (F)</i> Numerical range: 0-49</p>	<p>A Fail response is characterised by work that does not satisfy the requirements of the assessment task and unit outcomes. The response contains frequent errors in the knowledge and skills required. It may also exhibit poor communicative competence and major errors in style and/or performance.</p>
<p><i>Satisfactory (S)</i> versus <i>Unsatisfactory (US)</i></p>	<p>In some units, the grading system may make more sense organised on a satisfactory/unsatisfactory (pass/fail) basis. If such a grading system is employed, the appropriate descriptors for a criteria-based assessment model are to be used.</p>
<p><i>Fail Non-Attempt (FNA)</i></p>	<p>The Fail Non-Attempt grade indicates that the student did not complete any mandatory unit requirements (including assessment tasks and/or other unit requirements as specified in unit documentation). This grade applies only to students who remained enrolled after Census Day in each semester.</p>
<p><i>Fail Incomplete (FI)</i></p>	<p>The Fail Incomplete grade indicates that the student did not complete all mandatory unit requirements (including assessment tasks and/or other unit requirements as specified in unit documentation). This grade applies only to students who remained enrolled after Census Day in each semester.</p>

## 2.4.2 Grading Practices

- Professional judgements will be used to determine how well students' work meets specified criteria and performance standards to determine the appropriate final grade for students' academic performance in a unit.
- Assessments are to be moderated following the Moderation Policy and Procedure document
- Assessors are expected to provide students with a mark, grade and feedback on assessment tasks in time for students to improve their performance in subsequent assessments.
- Assessment tasks, with the exception of all final assessments, must be marked and made available to students within 15 working days of the submission date unless otherwise specified in the Unit Assessment Guide.
- Graded assessment tasks and the marks awarded are to be returned via the Learning Management System
- At the completion of each unit, a student will be awarded an overall grade which is representative of how well they have performed against the assessment criteria and unit outcomes. This will be disclosed to students via a grade and standardised numerical mark (not a raw mark). At the completion of a degree, students will also receive their grades and standardised numerical mark on their transcripts.

## 2.4.3 Grade Point Average

- A Grade Point Average (GPA) is a calculation that reflects the overall grades of a student in a coursework program. It will be calculated on the basis of the units completed at ACPE towards the course. It will not take into account credit points granted through RPL or non-award study. The calculation will be based on the following:
- The GPA will be calculated on a 7-point scale as detailed below:

	Mark Range	Points
HD	85-100	7
D	75-84	6
C	65-74	5
P	50-64	4
F	0-49	0

#### **2.4.4 Incomplete Grade**

- An Incomplete grade ('I') may be awarded due to extenuating circumstances, at the discretion of the Unit Coordinator in instances where the work presented is of a good standard but not complete due to extenuating circumstances (e.g. certified illness on exam day). It is the student's responsibility to submit all necessary work so that the 'Incomplete' can be finalised no later than the end of the fourth week after the publication of grades for the teaching period. Failure to do so will result in the conversion of the 'I' to an 'FI.' In exceptional circumstances, the Dean and Operations Director/Head of Department have the authority to vary the deadline for completion of assessment tasks. Instances where the Dean and Operations Director/Head of Department extend the deadline should be reported to the Academic Examiners' Committee.

#### **2.4.5 Withdrawn Grade**

- A Withdrawn grade ("W") indicates that the student withdrew from the unit after the census date and obtained approval for academic and financial penalty to be waived due to documented special circumstances.

#### **2.4.6 Adjustment of Marks**

- While the College adopts a standards-based approach towards grading, it is normally expected that the percentage of High Distinctions in a given cohort of students will be up to 10%, Distinctions approximately 15%, Credits approximately 25%, Pass approximately 35% and Fails approximately 15% (inclusive of FI and FNA). It is recognised that this distribution can be affected by a range of factors, including the number of students enrolled in a unit and the academic quality of students in a particular cohort.
- Adjustment of marks may be employed to ensure that:
  - the quality of marking across a group of students is consistent;
  - the grades awarded are a valid indicator of the achievement of a cohort; and
  - unforeseen circumstances that arise during the assessment period or in the assessment regime are rectified.
- Adjustment of marks may be used when:
  - a cohort from one tutorial group has a considerably different average mark from the cohorts in other tutorial groups due to marking inconsistencies.
  - the average mark for the cohort differs considerably from their performance in other assessments in the same unit;

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- a single examination question, problem or assessment task proves problematic;
- unanticipated anomalies in the shape of mark distribution occur (e.g. marks are highly concentrated in a narrow band around the median).
- Where marks are adjusted to correct abnormal group performance:
  - the raw marks and the marking rationale must be available;
  - the adjustment function must apply to all raw marks and not reverse rank order any student;
  - the rationale for mark adjustment and the impact on marks must be clearly recorded and maintained; and
  - the system used to identify potential units for mark adjustment must be transparent.
- Adjustment of marks may occur to best suit the form of assessment and may employ the following methods, but not limited to:
  - common increment method by adding a fixed number of additional marks to all students;
  - linear or base reduction method by multiplying raw score by a common fixed factor if it appears that in effect the work was marked out of less than 100%, due to an error in a question or a marking scheme or because some part of the assessment was just too difficult;
  - curving method which orders the raw scores from highest to lowest and then partitions them into grade categories based on a predetermined distribution pattern.

#### **2.4.7 Grading Process**

- The College academic staff will use the following guidelines for grading:
  - Assess each piece of work, moderate, report and record student assessment results.
  - At the end of semester, total the assessment scores for each student and produce a distribution of raw marks for the unit.
  - Students who attain a raw mark of 47 – 49.4 may be adjusted to 50 at the discretion of the examiners committee based on recommendations from the Head of Department. Students who have failed under any of the following circumstances will not be considered for a possible adjustment of the failure to a pass grade:
    - have been penalised for academic dishonesty in the unit

- have not submitted or made a genuine attempt for all assessment tasks (unless it warrants special consideration)
- have not met attendance requirements (as outlined in the unit assessment guide)

### 3 Definitions

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- **Assessment Task:** illustrative task or performance opportunity that closely targets defined learning outcomes, allowing students to demonstrate their learning and capabilities.
- **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.
- **Assessment (Summative):** is an assessment the result of which 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.
- **Authentic Assessment:** a task for assessing the academic achievement of a student that includes activities requiring the application of acquired knowledge and skills to real-world situations and that is often seen as an alternative to standardised testing.
- **Census date:** the date on which a student's enrolment in a unit becomes final.
- **Course-based assessment:** a holistic, coherent and integrated approach to assessment design and implementation, where students develop and demonstrate their achievement of course learning outcomes.
- **Course of Study:** the minimum sequence of required study which would enable a student to qualify for an award, including both the general requirements of a specific award and the specific requirements of a qualifying major or specialisation where applicable.
- **Examination script:** the student's attempt at the examination paper.
- **Feedback:** information provided to both teachers and students on the quality of their performance, in order to improve it.
- **Final Examination:** an examination held within a specified examination period that is defined by the College and administered centrally by the Registrar's Office.
- **Genuine attempt:** a genuine attempt at an assessment task is one where the student has made an effort to address the set task but has failed to reach the required standard of

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performance. For example, in an examination, students are required to attempt a range of question types throughout the paper; simply attempting multiple-choice questions is not sufficient for an attempt to be considered genuine. Responses that contain only frivolous or objectionable material will not be considered serious.

- **Hurdle requirement:** an assessment task mandating a minimum level of performance as a condition of passing the unit in which it occurs.
- **Invigilation:** direct in-person supervision on behalf of the College for the entire duration of an assessment task to prevent cheating and to prevent students using aids other than those permitted for that assessment task.
- **Learning and Teaching Committee:** established by the Academic Board to provide it with advice on a wide range of academic matters. In addition, the Committee will facilitate the coordination of the:
  - development and implementation of courses;
  - maintenance and moderation of academic standards; and
  - enhancement of the quality of courses and the quality of teaching.
- **Learning Objectives:** the set of knowledge, skills and/or competencies a person has acquired and is able to demonstrate after completion of a learning process; in the AQF these are expressed in terms of knowledge, skills and application.
- **Learning Outcomes:** a statement of what students will be able to do, know, understand or value at the completion of a class, unit or course.
- **Moderation:** moderation is a quality review and assurance process that occurs at all stages of the assessment lifecycle. It involves using other academics and qualified staff to confirm that the assessment design, tasks and marking are valid and reliable.
- **Rubric:** a brief outline of the assessment criteria; a marking scheme or guidelines used to interpret and grade the student's work against the assessment criteria and standards.
- **Standard numerical grading:** Is the number that is associated with the grade (high distinction, distinction, credit and so on) that a student is awarded. It is called a grade as it does not represent the raw marks, it reflects where within the grading structure the student sits.
- **Take home examination:** a special type of open examination where students are provided with the exam paper and complete it away from the College without the help of others over a set period of time.

## 4 Related Documents

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**College policies and procedures:**

- Academic Progression Policy and Procedure
- Grievances, Complaints and Appeals Policy and Procedure
- Student Code of Conduct
- Student Consultation Policy
- Examinations Policy and Procedure
- Special Consideration Policy and Procedure
- Intervention Strategy for Students at Risk
- Moderation Policy and Procedure

**Legislation:**

- Higher Education Standards Framework 2015
- Tertiary Education Quality and Standards Agency Act 2011
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

**5 Document Administration**

<b>Policy Name &amp; Code:</b>			Assessment Policy and Procedure (POL-03)
<b>Policy Owner:</b>			Associate Dean (Programs and Quality)
<b>Approval Authority:</b>			Academic Board (ACPE)
<b>Next Review:</b>			September 2023
<b>Approval Date</b>	<b>Effective Date</b>	<b>Version</b>	<b>Summary of changes</b>
13 Feb 18	09 Mar 18	1	Document developed. Policy approved by Academic Board. Effective Date: 09 March 2018.
26 Jun 18	27 Jun 18	2	<ul style="list-style-type: none"> <li>• Policy de-harmonised from other SGA brands.</li> <li>• Policy content revised to ensure it reflects current ACPE's practices and titles.</li> <li>• Content revised to ensure it complies with relevant HES (1.4).</li> <li>• References to Director of Education have been replaced with Dean &amp; Operations Director.</li> <li>• References to Director, Student Services &amp; Retention replaced with Student Services and Learning Support Manager.</li> <li>• References to Course Convenors replaced with Head of Department.</li> <li>• Changes made to policy format include:</li> </ul>

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			<ul style="list-style-type: none"> <li>- Document code, version and dates moved to Policy Administration Section.</li> <li>- Paragraphs numbered.</li> <li>- 'Further information section' with references to related policies moved to new 'Related Documents' section. It includes list of all related policies, procedures, and other documents.</li> <li>- 'Policy Administration' table reformatted.</li> <li>- Numbering system updated.</li> <li>- Footer updated to include document title, document number and document version.</li> </ul>
04 Oct 18	05 Oct 18	3	<ul style="list-style-type: none"> <li>• Document benchmarked (MQ University policy. Revision conducted to ensure content is accurate, up to date, and addresses the relevant standards of the Higher Education Standards Framework.</li> <li>• Policy title changed from <i>Assessment Policy</i> to <i>Assessment Policy and Procedure</i>.</li> </ul>
28 Feb 19	29 Feb 19	4	<ul style="list-style-type: none"> <li>• Policy contents changed to provide clearer guidelines on: <ul style="list-style-type: none"> <li>– Group work</li> <li>– Hurdle requirements</li> <li>– Adjustments of marks</li> <li>– Grading Process</li> </ul> </li> </ul>
25 May 20	25 May 20	5	<ul style="list-style-type: none"> <li>• The owner of the document was changed to the Associate Dean (Programs &amp; Quality) previously the Dean/CEO of ACPE</li> <li>• The term subject has been replaced with 'unit' to be consistent across all College documentation</li> <li>• Section 2 Policy Statement the following wording was changed for 2.1.5: <i>forms of assessment used throughout the College are diverse and vary according to the academic discipline. In acknowledgment of this, the Policy aims to provide flexibility to staff and students, whilst ensuring that all assessment meets a common set of minimum standards as outlined in this Policy.</i></li> <li>• 2.2.7 additional information was provided in response to the COVID-19 pandemic: <i>Online/Remote assessment design and processes will follow good practice guidelines for online assessment so that there is assurance that the educational outcomes of the program have been achieved by each student.</i></li> <li>• 2.3.9 Late Submission: <i>Australian Eastern Standard Time</i> was added</li> <li>• 2.4.1 the word <i>numerical</i> was removed and now reads: <i>The standardised grades that apply to. Withdrawn (W)</i> was also added to grades for administrative purposes.</li> </ul>

			<p>The wording was also changed to bullet point 4 to ensure clarity and now reads: <i>For instance, the complexity required of responses to assessment tasks in the final year of a degree would be substantially higher than for assessments in the first semester of a degree.</i></p> <ul style="list-style-type: none"> <li>• 2.4.2 Grading Practices an additional point was included: <i>Graded assessment tasks and the marks awarded are to be returned via the Learning Management System</i></li> <li>• 2.4.5 was added to provide an explanation of the Withdrawn grade</li> </ul>
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\* Unless otherwise indicated, this policy will still apply beyond the review date.

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<sup>i</sup> Killen R. 2005, *Programming and Assessment for Quality Teaching and Learning*, Social Science Press, South Victoria.