

Assessment Policy

1. Purpose

The *Assessment Policy* (“policy”) sets out principles that guide the quality and integrity of assessment practices at the Institution. It outlines fair, transparent and reliable approaches towards the design, implementation and evaluation of assessment. It ensures that assessment measures and confirms the achievement of specified learning outcomes including the Institution’s Graduate Capabilities.

2. Scope

This policy applies to all courses (both award and non-award). It applies to all students, staff and others associated with, or contracted by, the Institution who are responsible for assessment in these courses.

3. Definitions

See *Glossary of Terms*.

4. Policy statements

4.1 Methods of assessment are appropriate with the learning outcomes being assessed and course requirements.

4.2 Assessment methods confirm the achievement of all specified learning outcomes.

4.3 Assessment is designed to foster progressive and coherent achievement of learning outcomes. They scaffold learning efficiently, develop confidence, build on existing knowledge and provide opportunities for feedback which can be used to improve future performance and student outcomes.

4.4 Assessment is designed to meet learning outcomes regardless of delivery mode or location.

4.5 Assessment design is informed by scholarly practice, benchmarking, best practice principles, stakeholder feedback and the needs of industry.

4.6 Academic integrity principles and artificial intelligence literacy are

integrated into assessment design and practice. Refer to the Artificial Intelligence in Education Framework (AIED), Artificial Intelligence Policy and Use of Artificial Intelligence in Assessment Guidelines.

4.7 The Institution recognises the importance of innovative assessment design to uphold academic integrity and encourage honesty. It minimises opportunities for misconduct and ensures the integrity of the assessment process as per the Academic Integrity Procedures. A range of methods are utilised to ensure students uphold academic integrity expectations as outlined in the Academic Integrity Policy.

4.8 Staff are supported to redesign assessment tasks to limit the potential for students to commit misconduct and to engage students in their learning.

4.9 Students must make a genuine attempt, and submit, all assessment tasks that are set for a subject, otherwise they may not have achieved all learning outcomes satisfactorily to pass a subject.

4.10 Assessment requirements, marking criteria and variation of assessment information (e.g. extensions, supplementary assessments, reasonable adjustments, etc.) are clearly articulated and provided to students prior to the commencement of the subject.

4.11 Assessment tasks are evaluated against approved marking criteria that are applied consistently regardless of who evaluates the assessment.

4.12 Assessment decisions are justified, based on the evidence of student performance against the relevant learning outcomes.

4.13 Grades awarded for assessment reflect the level of student attainment including the achievement of the learning outcomes and mastery of the topic being assessed.

4.14 Assessment is fair, transparent and applied consistently regardless of delivery mode or location. It is inclusive and equitable in accordance with the *Diversity, Equity and Inclusion Policy* and provides all students an opportunity to demonstrate their learning.

4.15 Students' needs are considered and, where appropriate, reasonable adjustments may be made in accordance with the *Disability Procedures and*

Student Wellness Procedures.

4.16 Students are provided with early, meaningful and timely feedback on their progress towards achieving course learning outcomes.

4.17 Students have the right to request a review of results in accordance with the *Student Review of Assessment Procedures*.

4.18 The Institution conducts regular evaluation and validation of assessment practices in accordance with the Assessment Procedures and the External Referencing Procedures to ensure their effectiveness. They are continuously improved based on the analysis of stakeholder feedback and data analysis.

4.19 Assessments are regularly evaluated through moderation processes in accordance with the Assessment Procedures and the External Referencing Procedures to ensure that assessment is undertaken fairly and consistently, is valid and reliable, supports student learning and progression, and upholds academic standards.

5. Roles and responsibilities

5.1 The Deputy Vice Chancellor (Learning and Teaching) has executive oversight of the implementation of this policy.

5.2 The Academic Board is responsible for monitoring academic quality and achievement standards across all courses at the Institution.

5.3 The Course and Subject Committee as a committee of the Academic Board is responsible for the management, monitoring and reporting of all assessment across the Institution including internal and external moderation of assessment.

5.4 Program Managers are responsible for managing the validation and moderation process, and monitoring assessment at the course level in collaboration with their course teams.

5.5 Subject Leads (or in the absence of a Subject Lead, the lecturer) are responsible for the design and development of effective assessment at the subject level in collaboration with their subject teams. Subject Leads ensure all students receive timely and constructive feedback on their assessment. Subject Leads collate a full listing of marks for each student and assessment item when marking

and moderation has been completed.

5.6 The Learning, Teaching and Innovation team advises on assessment design, grading rubric and marking criteria.

5.7 External reviewers assess the quality of assessment within a subject or course. Reviewers may be asked to comment specifically on assessment efficacy in measuring level of achievement of student learning outcomes, including both assessment methods and grading of student assessments; assessment alignment to relevant AQF criteria in terms of measuring achievement of AQF/qualification levels and that grading meets sector norms.

6. Related documents

Assessment, Submission, Extension and Feedback Procedures

Disability Policy

Student Disability Support Procedures

Student Examination Rules

Supplementary Assessment Procedures

Assessment Equivalency Table

External Referencing Procedures

Academic Integrity Policy

Academic Integrity Procedures

Artificial Intelligence in Education Guidelines

Employability Procedures—Work Integrated Learning

Course and Subject Policy

Course Development, Review and Approval Procedures

Learning and Teaching Policy

Course Monitoring and Evaluation Procedures

Subject Outline Policy

Guidelines for Implementing the Learning and Teaching Principles

Grading Policy

Student Review of Assessment Results

Approved by Academic Board on 17 November 2023 (updated by Academic Board on 17 June 2024)