


<b>POLICY</b>		
Ref. to Legislative Frameworks: HESF 2021: Standard 1.4.3 / 1.4.4 / 1.5.3 / 3.1.1 / 5.2.1 / 5.2.2 / 6.3.2	<b>Higher Education Student Assessments</b>	
Version: 2.3	Policy Owner: Academic Board	Approved on: 02/06/2023 Review by: 02/06/2025

### Revision History

Current Version	Description of Change	Policy Developer(s)	Effective Date
2.3	Updated HESF to 2021. Added new definitions. Added new section on Assessment marking and moderation. Responsibilities updated. Included further details on student responsibilities. Minor procedural elements were moved to the procedure.	Academic Dean, Associate Dean (Education), Compliance Manager	02/06/2023
2.2	Retire the "Assessment Marking, Moderation and Result Ratification" Policy and replace it with the Higher Education Student Assessment Policy V2.2 dated 24 May 2019.	HEQC	28/06/2019
2.1	Minor edits by the HQC and AB members. Approved by the AB on 23 02 2018	Academic Dean	23/02/2018

## PURPOSE

The intent of this policy is to guide the design and writing of assessments for Higher Education (HE) courses delivered by Academies Australasia Polytechnic (AAPoly).

## POLICY STATEMENT

AAPoly promotes innovative, yet academically sound, assessment practices within the defined course parameters and consistent with the expectations of the Australian Qualifications Framework (AQF) and HESF 2021. An assessment has to facilitate the student's attainment of the expected learning outcomes and is valid, reliable, equitable and transparent, assessed by a suitably qualified assessor. An assessment is an important part of the learning process and a well-designed can enhance the overall learning experience and contribute towards student success.

## SCOPE

This policy applies to programs, students and staff members in all teaching locations:

- All HE programs designed and delivered by AAPoly;
- All students enrolled in AAPoly HE programs;
- All academic staff teaching HE subjects and/or courses at AAPoly;

## DEFINITIONS

Summative Assessment	A Summative Assessment is generally scheduled at the end of a subject, such as a final exam or a major report or project. It is designed to formally measure student achievement against the intended learning outcomes for an entire semester. It can also be used to judge program/course/subject and teaching effectiveness and assurance of learning.
Formative Assessment	Formative assessments are building blocks towards monitoring student learning by providing continuous feedback that can help the student identify, maintain or improve their progress towards the subject or course learning outcomes.
Valid	Each assessment is based on clearly articulated criteria that correspond to the expected subject or course learning outcomes, as identified in the constructive alignment.
Reliable	An assessment is aligned consistently with the respective subject or course design and withstands the rigour of moderation and validation across different cohorts and teaching locations.
Equitable	An assessment is fair and impartial, with provision for reasonable adjustments to be made for students with special needs, who are disabled or face unforeseen circumstances.
Transparent	Prior to the conduct of assessments, the relevant students are made aware of the requirements, marking criteria and eligibility. Unambiguous review procedures are published, including the responsibilities of staff and students.

Assessor	A person qualified to conduct assessments, also referred to as Lecturer, Facilitator or Moderator.
Grade	A descriptive indicator of a student's achievement in an assessment task or a subject, awarded by an academic staff member as part of a marking process.
Moderation	A quality assurance process which ensures that an assessment is continuously conducted with accuracy, consistency, transparency and fairness.
Reasonable adjustments	Flexible measures and adjustments put in place for students with disabilities to facilitate student participation in Courses and Programs while ensuring that academic standards and inherent requirements of the Course are not compromised.

## **POLICY PRINCIPLES AND GUIDELINES**

### **1. Assessment principles**

The following principles underpin the development and conduct of assessments:

- Assessments must elicit a body of evidence that ascertains to what extent each student attains the prescribed learning outcomes at the correct level of Australian Qualifications Framework (AQF). Assessment methods must be aligned with subject learning outcomes, course content and required performance standards.
- Course assessment regimes should be holistic, carefully scaffolded to embed graduate attributes, with the students' learning experience as its primary principle. The whole-of-course approach to support the development of the required graduate attributes and the attainment of the course learning outcomes, is maintained over the course's duration.
- Persons designing, developing and/or marking assessments (Assessors) must be suitably qualified according to regulatory requirements. Assessors should not be responsible for the assessment of a student with whom they have, or have had, a significant personal relationship.
- AAPoly applies reasonable adjustments to assessments (upon request) for students who have disabilities or are dealing with unforeseeable challenging personal circumstances.
- Review and improvement of assessments will be undertaken periodically utilising external references of assessment methods and analyses of students' grades for sample subjects or courses, as specified in the accompanying procedures.

### **2. Communicating assessment requirements**

Assessment Descriptions (or Subject Guides) will include the details of each task, assessment criteria, marking scheme, grading criteria and submission instructions. The

marking scheme and grading criteria should be regularly reviewed by the program coordinator and communicated in plain English.

### **3. Assessment marking and moderation**

- a. The Program Coordinator is responsible for consistency in delivery and assessment of a subject across campuses, which may include the marking of assessments and examinations and the moderation of marked assessments;
- b. The Program Coordinator and the lecturer will conduct spot checks and moderate a sample of marked assessments before the release of final assessment results.

### **4. Release of final assessment results**

Following ratification, results of final assessments will be released online through AAPoly LMS or Paradigm within one (1) month after the submission or completion due date.

### **5. Application for extension of submission deadline**

Extension to the submission deadline for an assessment task should only be granted where the following criteria apply:

- a. The student has made an application for an extension, using the official 'Special Consideration' form, prior to or within three working days of the assessment due date; and
- b. Authority to approve an extension request is as follows:
  - Lecturers are authorised to approve extension up to three (3) days;
  - Requests for extension beyond three (3) days have to be submitted for the Associate Dean (Education)'s approval;
- c. Assignments that are submitted after the due date, without prior approvals from the Lecturer/Subject Facilitator will incur a penalty of 10% of the available mark per day. Subsequently after ten (10) days of such delay, the assignment will be marked, and the student will receive feedback but be assigned zero marks.

### **6. Retention and disposal of assessment documentation**

All assessment documentation, in addition to records of student participation and attainment, must be retained for a period specified in the associated procedures, usually not less than three (3) years.

## **RESPONSIBILITIES**

- The Academic Board is responsible for the development and maintenance of this policy, overall quality assurance and continuous improvement in assessments across AAPoly.
- The Academic Dean is responsible for developing the procedures for implementing this policy, monitoring the practice of the procedures and evaluating the effectiveness of the policy and procedure.

- The Associate Dean (Education) are responsible for incorporating the requirements of this policy and its associated procedures into their respective department's teaching-learning plans or training-assessment strategies. They are also responsible for communicating the policy and procedure to all their academic team members responsible for the teaching, design, and development of all learning assessments.
- The Course and Program Coordinators are responsible for the design and development of learning assessments must ensure all writing and activities are consistent with this policy and its associated procedures.
- Lecturers are responsible for publishing details of learning/assessment tasks in the subject guide and LMS. Lecturers should ensure that the information is consistent with the formally approved learning/assessment tasks.
- The Designated Head of Student Services department and relevant team members must ensure that the conduct of examinations/practical assessments is consistent with this policy and its associated procedures.
- Students have the responsibility to submit assessment/learning tasks on the dates published in advance. Students also have the responsibility to ensure they understand assessment requirements as in subject guide and undertaking all assessment tasks ethically, and in accordance with AAPoly's policy and procedures prohibiting plagiarism, collusion, contract cheating and other forms of academic misconduct.

## **FEEDBACK**

Any queries, feedback or concern about this policy should be emailed to the Academic Dean at [academicdean@aapoly.edu.au](mailto:academicdean@aapoly.edu.au). The Dean will respond within two (2) business days, unless circumstances require an immediate action. The outcomes will be utilised in continuous improvement measures at AAPoly.

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## REFERENCES

Source	Document Title
Internal	Higher Education Student Assessments Procedure
	Academic Misconduct and Plagiarism Policy and Procedure
	Assessment Moderation and Results Ratification Policy and Procedure
	Benchmarking and Continuous Improvement Policy and Procedure
	Student Complaints and Appeals Policy and Procedure
	Diversity and Equity Policy
	AAPoly Higher Education Student Assessment Framework
External	Higher Education Standards Framework (Threshold Standards) 2021
	National Code of Practice for Providers of Education and Training to Overseas Students
	Australian Qualifications Framework