## Title of Policy | Assessment Policy
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### 1. Purpose of Policy
The purpose of this policy is to establish a framework for all forms of assessment planning, development, implementation and review.

### 2. Scope of Policy
The policy includes:
- The College approach to assessment;
- Rights and responsibilities in relation to assessments;
- Development and management of assessments;
- Quality assurance of assessment practices;
- Reasonable adjustment provisions in assessment;
- Assessment record keeping.

### 3. Definition of Terminology
**Assessment** is the process of gathering a range of evidence about students’ learning and performance and forming judgments as to whether students have achieved the specified level of knowledge, skill and competency in the learning outcomes as outlined in accredited modules and units of study.

**Reasonable adjustment** is the amendment of assessment procedures or materials to enable their application with students who have specific needs or disabilities.

**Moderation** is the review of assessment grading to ensure consistency in grading and to ensure that students receive quality feedback on their performance.

**Equivalence** is the process by which consistency in learning outcomes is maintained across modes and locations of delivery.

### 4. Policy
#### 1. The College Approach to Assessment
Assessment is designed to facilitate student learning and to assess achievement. This includes methodology of assessment and its timing, and the provision of constructive feedback.

Assessments are aligned with the learning outcomes of modules and units, and the overall rationale and learning outcomes of course. Assessments are designed to integrate theory with practice, develop self-awareness and critical reflection, and provide students with opportunities to demonstrate skills and knowledge.

Module and unit overviews provide students with information on the relationship of assessment tasks to module and unit learning outcomes. This includes the expectations of assessments, including formal criteria and standards against which their performance is to be evaluated, length (words/duration), weighting and submission dates.

Assessment practices support the principles of equity, recognise individual and group diversity and eliminate any capacity to disadvantage students by the appropriate use of a variety of assessment genres and by using non-discriminatory language.

Assessment practices are diverse and support student-centred approaches to teaching and encourage collaborative and independent learning.

Students are provided with opportunities for discussion of the methods of assessment and how the methods relate to module and unit learning outcomes, in order to facilitate student participation in the assessment process.

Assessment practices include the provision of constructive and timely feedback to students to assist them in their preparation for future assessments. The objective of feedback is to provide students with a measure of their progress against stated learning outcomes and to enable students to improve their performance.

#### 2. Rights and Responsibilities in Relation to Assessment

##### 2.1. Responsibilities of the College
The Academic Board of the College delegates responsibility for assessment to the College’s Heads of School and the Learning and Teaching Committee.

The Heads of School and the Learning and Teaching Committee are responsible
for monitoring the practice of assessment in modules and units to ensure that fair, effective and consistent assessment practices are in place.

Academic staff ensures that assessment is consistent with the aims, objectives and content of a module. All teaching staff is committed to ensuring the quality of assessment practices and to developing students’ knowledge and expertise through unit and module assessments and provision of feedback.

2.2. Responsibilities of Teaching Staff

Teaching staff:
- Provide constructive and timely feedback on assessments submitted by students;
- Adhere to module and unit overviews, including the set dates for assessment submission;
- Inform students of the relationship of assessment tasks to module and unit learning outcomes;
- Inform students of the expectations of assessments, including formal criteria and standards against which students’ performance will be evaluated;
- Report on student progress and achievement accurately and objectively.

2.3. Rights of Students in Relation to Assessment

Students have the right to:
- Be informed of the assessment policies and procedures of the College;
- Be informed of the criteria and methods of assessment for modules and units, specific attendance and performance requirements and the timetable for all assessment tasks;
- Be informed of the relationship of assessments to the learning outcomes of modules or units;
- Receive fair, helpful and timely feedback on their academic work, including evaluation of their performance and progress in modules or units;
- Have assessment tasks returned with constructive feedback and to have results available as soon as possible after completion.

2.4. Responsibilities of Students

Students are responsible to:
- Be aware of services and policies of the College for seeking assistance and course advice in relation to extensions, absences or withdrawals from modules, units or courses, and special circumstances due to illness or other misadventure;
- Behave in a manner that does not result in academic disadvantage to any student or unfair advantage to one or more students;
- Be aware of the policy and procedures for appeals against academic decisions.


Heads of School have oversight of the review, evaluation and adjustment of assessments and the procedures for rigour, reliability, flexibility and fairness of assessment.

Academics ensure that assessments:
- Align with learning outcomes of modules and units;
- Are valid, reliable, fair and flexible;
- Focus on the application of knowledge and skills to the standard of performance as outlined in the AQF and professional accreditation standards;
- Involve the evaluation of sufficient evidence to enable judgements to be made about whether learning outcomes have been met;
- Are equitable for all students;

4. The Methods of Assessment and Gathering Evidence
Evidence of competency may be gathered in a variety of forms by a variety of methods. These include but are not limited to: essays, reports, case studies, learning journals, practice sessions, observing and documenting performance, observing performance in simulations, role-plays and exams.

5. Moderation of Assessment

Schools ensure ongoing internal and external moderation and validation processes for the purposes of academic accountability, consistency of assessment feedback and grading, and the professional development of teaching staff in assessment practices.

6. Grading Standards

Assessments are marked and graded according to specific marking criteria. For students enrolled in School of Vocational Education and Training courses, the outcomes are recorded as Competent or Not Yet Competent. For Higher Education the outcomes are recorded as Fail, Pass, Credit, Distinction or High Distinction for graded assessments, and as Ungraded Pass and Ungraded Fail for ungraded assessments.

Students may be given the option of resubmitting their assessments by teaching staff if the original submission does not meet the requirements to pass. Resubmitted assessments that do not satisfy the requirements are recorded as Fail.

A temporary grade of Result Pending is recorded in exceptional circumstance where module or unit assessment results have not been finalised and there is an acceptable reason such as illness or the prior granting of official extensions. The Result Pending grade must be finalised as soon as possible.

A result of Fail is recorded for work that indicates:

- Inadequate and insufficient understanding and/or application of the subject matter;
- Achievement of few or none of the learning outcomes;
- Insufficient level of interpretive and/or analytical ability;
- Inadequate level of competence or application of skills based on the specified assessment;
- Failure to complete all assessment tasks if this is specified in the module or unit overview.

A Fail grade may be awarded to students who have unsatisfactory class attendance where attendance is a module or unit requirement.

A Fail grade is subject to the normal academic appeals processes of the College.

5. Reasonable Adjustment Provisions in Assessment

Assessment procedures, materials and tools may be subject to reasonable adjustment where a student has a specific disability or special need in accordance with the College’s Disability Policy.

In determining the reasonableness of adjustment to assessments, the requirements of the learning outcomes of the module or unit are taken into account.

6. Assessment Record Keeping

All credentials issued by the College and all assessment records, are kept according to statutory requirements, including assessment results and appeal records.

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<td><strong>Related Documents</strong></td>
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### Assessment Policy

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<tr>
<th>Curriculum Development and Maintenance Policy</th>
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<table>
<thead>
<tr>
<th>Related laws and regulations</th>
<th>Higher Education Standards Framework (Threshold Standards) (TEQSA); VET Quality Framework (ASQA).</th>
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<tbody>
<tr>
<td>Author/s</td>
<td>Dean and Heads of School</td>
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<tr>
<td>Policy Endorsed by</td>
<td>Dean</td>
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<td>Policy Approved by</td>
<td>Academic Board</td>
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<tr>
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