

Assessment Policy and Procedure

Navitas Professional Institute

Document

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14 November 2007	Policy Established	November 2008
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3 August 2015	Policy revision following policy review. Significant changes to form omnibus assessment policy repelling former NPI (ACAP, NCPS) Assessment Policy, Assessment Extension Policy 1.1 and Late Assessment Submission Policy and HSA Assessment Policy.	August 2020
25 January 2016	Minor template technical amendments, including insertion of “and Procedures” in document title.	August 2020
1 April 2016	Minor administrative amendment.	August 2020

Attachments

- Attachment 1. Grade Table
- Attachment 2. Assessment Extension Guidelines
- Attachment 3. Assessment Late Submission Guidelines

Assessment Policy and Procedure

1. Purpose and Scope

The purpose of this policy is to set out principles and procedures in relation to all aspects of assessment in both Higher Education and Vocational Education and Training (VET) courses.

Implementation of this policy is the responsibility of all full-time and part-time ongoing, sessional and casual academic staff.

2. Policy

2.1 Assessment in Higher Education courses

Assessment in higher education courses is based on a standards approach. Student grades are assigned on the basis of a pre-determined standard specified for assessment tasks and a unit of study.

2.2 Assessment in Vocational Education and Training courses

Assessment in Vocational Education and Training courses is used to gather evidence to assess competence and graduate capabilities. These are assessed against the unit of competency requirements outlined in training package.

2.3 Principles of Assessment

Assessment is a central and integrated component of the teaching and learning process. Assessment is carried out for a range of purposes, including diagnostic, formative and summative. Assessment tasks are designed to assess relevant generic skills, such as academic literacy, numeracy and information skills, and graduate attributes as well as discipline-specific knowledge and skills. Assessment tasks draw upon a diversity of methods, forms and modes in order to address the needs, learning styles and abilities of all students.

Within this context, this policy outlines principles of assessment for teachers for both Higher Education and VET courses. The principles have been designed for use by teachers engaged in the processes of curriculum development and quality review, the development and review of assessment and in marking, moderation and feedback processes.

Assessment is:

Fair – The process of assessment should not discriminate against or disadvantage any student or group of students. Students are not disadvantaged in assessment by the mode of delivery in which they are studying.

Reasonable – Assessment workload is reasonable in the context of work volume and time expectations.

Authentic and Relevant – Where possible, assessment includes real world and relevant application of knowledge and skills.

Valid and Reliable – Assessment items must be valid and reliable. A valid assessment accurately reflects a student's knowledge, skills or understanding.

Aligned – Assessment items must align with learning outcomes and learning activities within the subject/unit of study. Assessment is appropriate for the level of the subject/unit and aligns with the student's stage of development.

Transparent – All assessment tasks should include a set of criteria or standards against which student work will be assessed. Where possible, descriptors of the various levels of achievement will be included.

Enabling – Where relevant to the aim and timing of assessment tasks students receive feedback that is timely, constructive, specific and respectful feedback, which clearly indicates how they can improve.

Compliant – Assessment practices meet the theory, knowledge and skills requirements associated with the relevant AQF level, all other regulatory frameworks, including VET training packages and professional body requirements.

2.4 Moderation and Validation of Assessment

It is the responsibility of all schools to ensure that internal and external moderation and validation processes are maintained in order to ensure consistency of assessment feedback, judgments and grading, especially where courses are delivered across campuses. Moderation and validation processes must be consistent with relevant policy documents.

3. Procedure

3.1 The Methods of Assessment and Gathering Evidence

Assessment tasks should draw upon a diversity of methods, forms and modes in order to address the needs and abilities of all students. Evidence of achievement of learning outcomes and required competencies may be gathered in a variety of forms and methods. These include but are not limited to: essays, reports, case studies, learning journals, practice sessions, observing and documenting performance, observing performance in simulations and role-plays and examinations.

3.2 Group, Peer and Self-Assessment

3.2.1 Group Assessments

In certain circumstances, it may be appropriate to set group-based assessment tasks. In such tasks, the criteria for assigning individual/group grades must be clearly documented. Under no circumstances should any group-based unit assessment, counting toward the aggregate mark for the unit, be placed entirely in the hands of the group members. Higher education work prepared by groups and presented as a single entity should be allocated weighting commensurate with the complexity of the task but not count for more than 30% of the final unit grade. In special circumstances (for example, problem-based learning units), a Head of School and/or a unit coordinator may apply to the Teaching and Learning Committee for approval to increase the weighting of the task.

In VET group work activities may comprise 100% of the total assessment of competence due to the nature of the subject. Assessments within group work should be based on the performance of the individual learner. Each learner is to be assessed on all components of the task.

3.3 Peer and Self-Assessment

It is recognised there may be units and subjects where, for pedagogical reasons, peer and/or student self-assessments are sought as a valuable source of input into the learning process. However, these peer and self-assessments must always be obtained in context with assessment judgments made by the unit coordinator, tutor or teacher. Under no circumstances should any individually based unit assessment, counting toward the aggregate mark for the unit, be determined solely by students.

3.4 Grading Standards

Assessment is carried out at both the individual task level and at the level of the unit or subject.

Assessment tasks within units and subjects are marked and graded according to specific marking criteria. For students enrolled in VET 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.

Overall final assessment results for Higher Education units reflect the cumulative achievement of students in all assessment tasks, The outcomes are recorded as Fail, Fail Incomplete, Fail No Submission, Pass, Credit, Distinction, High Distinction, Ungraded Pass and Ungraded Fail.

For students enrolled in VET courses, subject or unit of competency outcomes are recorded as Competent or Not Yet Competent and learners need to achieve competency for each assessment task. Assessment tasks within a subject or unit or competency are recorded as Satisfactory or Not Yet Satisfactory, or either Result Pending or Resubmission Required.

A number of administrative grades may be applied where results are unavailable due to special circumstances and/or the approval of extensions of time: Withdrawn Fail and Result Pending.

Attachment 1, Grade Table, sets out explanations for each grade and the sectors to which the grades apply.

All awarded grades are subject to the normal academic appeals processes of the College.

3.5 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 relevant accessibility policies.

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

3.6 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.

3.7 Extensions of Time for the Submission of Assessment Tasks

All students are expected to submit their assessments by the due date. In rare circumstances a student may be granted an extension of time for the submission of an assessment.

The timely submission of assessment or the appropriate negotiation of an extension is the responsibility of the student. As students are notified of assessment details well in advance of due dates, extensions will not be granted without demonstrated serious cause.

Students and academic staff should refer to *Attachment 2, Assessment Extension Guidelines*, for guidelines and processes required for the approval of extensions.

3.8 Late Submissions of Assessment Tasks

The College believes in the principles of equity and fairness, which require that all students are provided the same opportunities for submission of assessments including the same time to prepare and the same due dates. Students who submit late are seen as gaining an unfair advantage through having extra time to complete their assessment tasks. Penalties for late submission are set out in *Attachment 3, Assessment Late Submission Guidelines*.

4. Responsibilities

4.1 Responsibilities of Institution

The Academic Board of the College delegates responsibility for assessment to the College's Heads of School, the Board of Examiners and the Learning and Teaching Committee.

The Board of Examiners is responsible for determining and approving academic results on behalf of the Academic Board.

Heads of School have oversight of the review, evaluation and adjustment of assessments and the procedures for rigour, reliability, flexibility and fairness of assessment and their School's procedures for ensuring the accurate recording of assessment results and unit grades.

4.2 Responsibilities of Teaching Staff

Teaching staff should:

- ensure that assessment is aligned with the Principles of Assessment;
- inform students of the relationship of assessment tasks to subject and unit learning outcomes and required competencies;
- inform students of the expectations of assessments, including formal criteria and standards against which students' performance will be evaluated;
- adhere to subject and unit overviews, including the set dates for assessment submission;

- implement appropriate moderation procedures to ensure that assessment standards are consistently applied
- provide constructive and timely feedback on assessments submitted by students;
- report accurately and objectively on student progress and achievement.

4.3 Rights of the Students in Relation to Assessment

Students have the right to:

- be informed of institutional assessment policies and procedures;
- be informed of the criteria and methods of assessment for subjects 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 and required competencies of subjects or units;
- receive fair, helpful and timely feedback on their academic work, including evaluation of their performance and progress in subjects or units;
- have assessment tasks returned as soon as possible after completion with constructive feedback.

4.4 Responsibilities of Students

Students should:

- be aware of institutional assessment policy and procedures
- be aware of services and policies for seeking assistance and course advice in relation to extensions, absences or withdrawals from subjects, 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.

5. Definitions

Unless the contrary intention is expressed in this Policy, the following words (when used in this policy) have the meaning set out below:

Academic staff / teaching staff refers to permanent and casual employees engaged in teaching and assessment of courses at the institution.

Assessment is the process of gathering evidence that enables judgements to be made concerning a student's knowledge, skills and performance in relation to the outcomes and/or competencies specified in the appropriate levels of the Australian Qualifications Framework (AQF).

Assessment in higher education courses 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 application in the learning outcomes as outlined in accredited subjects and units of study.

Assessment in vocational education and training is the process of collecting evidence and making judgements on whether competency has been achieved, in accordance with the VET principles of assessment and the rules of evidence, to confirm that an individual can perform to the standard expected in the workplace as expressed in the relevant industry endorsed Training Package or in the learning outcomes of an accredited VET course.

Extension refers to additional time granted to a student for the submission of an assessment.

Institution (the)/College (the) means the Navitas Professional Institute and its colleges (see registration information below).

International student/ Overseas student is a student required to hold a student visa for study in Australia.

Moderation is the review of assessment grading to ensure consistency in grading. Refer to the Moderation Policy for guidelines and strategies concerning the implementation of moderation.

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

Unit means a unit of study in a higher education course or a unit of study, subject, module and/or unit of competency in a vocational education and training course.

6. Review

This policy is reviewed at a minimum of every 5 years by the policy owner (or designate) to ensure alignment to appropriate strategic direction and its continued relevance to Navitas' current and planned operations. The next scheduled review of this document is listed in the Version Control section on Page 1.

7. Records

Records in association with this policy will be kept in accordance with the institution's Records Management Policy and Records Retention and Disposal Schedule. Confidential files related to the implementation of the policy must be maintained according to relevant privacy processes.

8. Related documents

NPI Moderation Policy ACAP-00[91] 21P; NPI Academic Misconduct Policy ACAP-00[22] 11P; NPI Academic Grievances, Complaints and Appeals Policy and Procedure NPI(ACAP,NCPS)-00[22] 11P

9. Related legislation

Higher Education Support Act 2003; Tertiary Education Quality and Standards Agency Act 2011; National Vocational Education and Training Regulator Act 2011; Education Services for Overseas Students (ESOS) Act 2000 and National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007; and associated Commonwealth and State legislation; Australian Qualifications Framework.

Registration information

The Navitas Professional Institute is a group of colleges in the Navitas Professional and English Programs (PEP) Division of Navitas Limited the colleges being the Australian College of Applied Psychology (ACAP), Navitas College of Public Safety (NCPS), Health Skills Australia (HSA), and the Australian TESOL Training Centre (ATTC) with respect to ATTC's 39296QLD Graduate Certificate in TESOL and 39297QLD Graduate Diploma in TESOL courses. Navitas Professional Institute Pty Ltd (NPI Pty Ltd), ABN 94 057 495 299, National CRICOS Provider Code 01328A, TEQSA HE Provider Registration Code 12009, RTO 0500. Health Skills Australia Pty Ltd ABN 53 123 479 201, RTO 21646.

Grade Table

This table lists grades used to report student academic achievement. Grades are used at both the individual assessment task and overall unit/subject final result level except where marked with an asterisk (*) which are used only at the individual assessment task level or marked with a caret symbol (^) which are used only at the overall unit/subject final result level or marked with a footnote.

Grade Code	Grade	Summary Explanation (Appears on the Statement of Results)	Detailed Explanation	Applies to
HD	High Distinction	85% - 100% overall mark, and all components of the unit were completed	85% - 100% overall mark; sustained high level of achievement. All components of the unit were completed	HE
D	Distinction	75% - 84% overall mark, and all components of the unit were completed	75% - 84% overall mark; predominantly high level of achievement. All components of the unit were completed	HE
C	Credit	65% - 74% overall mark, and all components of the unit were completed	65% - 74% overall mark; sound achievement, with some high quality performance. All components of the unit were completed	HE
P	Pass	50% - 64% overall mark, and all components of the unit were completed	50% - 64% overall mark; sound achievement	HE
UP	Ungraded Pass	Professional skills assessed, where student has met specified performance criteria at an appropriate level within a specified time	Professional skills assessed, where student has met specified performance criteria at an appropriate level within a specified time. Includes units where assessment is based only on professional placement	HE
F	Fail	49% or below overall mark, and all components of the unit were attempted	49% or below overall mark; inadequate achievement of specified outcomes. All components of the unit were attempted	HE
UF	Ungraded Fail	Professional skills assessed, where student has not met specified performance criteria at an appropriate level within a specified time	Professional skills assessed, where student has not met specified performance criteria at an appropriate level within a specified time. Includes units where assessment is based only on professional placement	HE
FI [^]	Fail Incomplete [^]	One or more compulsory requirements or assessment components of the unit were not completed or submitted. At least one unit requirement was attempted	One or more compulsory requirements or assessment components of the unit were not completed or submitted. At least one unit requirement was attempted	HE
FNS [^]	Fail No Submission [^]	None of the required components of the unit were completed or submitted	None of the required components of the unit were completed or submitted	HE, VET ¹
WF [^]	Withdrawn Fail [^]	Withdrawn after census but prior to week 8 of trimester. Administrative grade to encourage students to withdraw rather than receive one of the other fail grades	Withdrawn after census but prior to week 8 of trimester. Administrative grade to encourage students to withdraw rather than receive one of the other fail grades	HE, VET ¹ , HSA ⁴
RP	Result Pending	A temporary administrative grade which indicates that the result for an assessment or unit has not been finalised	A temporary administrative grade which indicates that the result for an assessment or unit has not been finalised. Used only to provide an interim result for units normally due to extension of time for submission or delay of marking	HE, VET ²
RPP [^]	Result Pending Placement [^]	A temporary administrative grade which indicates that the result for a unit that has a clinical placement component has not been finalised	A temporary administrative grade which indicates that the result for a unit that has a clinical placement component has not been finalised	VET ³
CO ^{^1}	Competent [^]	Vocational competency assessed, where student has met specified performance criteria at an appropriate level within a specified time	Vocational competency assessed, where student has met all specified performance criteria at an appropriate level within a specified time	VET
C ^{^3}				
NYC [^]	Not Yet Competent [^]	Vocational competency assessed, where student has not met specified performance criteria at an appropriate level within a specified time	Vocational competency assessed, where student has not met specified performance criteria at an appropriate level within a specified time	VET
AS [^]	Advanced Standing [^]	Credit has been granted through articulation or credit transfer, or for a higher education qualification - in recognition of prior learning	Credit has been granted through articulation or credit transfer for studies prior completed as part of another VET or higher education studies, or for a higher education qualification - in recognition of prior learning	HE, VET ¹
RPL [^]	RPL Competent [^]	Credit has been granted through recognition of prior learning assessment	Credit has been granted through recognition of prior learning assessment for learning attained in part or in full outside of the formal education and training system	VET
CT [^]	Credit Transfer [^]	Credit has been granted through credit transfer for a unit/subject prior completed	Credit has been granted through credit transfer for a unit/subject prior completed as part of another VET or higher education qualification	VET ³
S*	Satisfactory*	Result applied to individual assessment task to indicate student met specified assessment performance criteria	Result applied to individual assessment task to indicate student has met specified assessment performance criteria	VET
NYS*	Not Yet Satisfactory*	Result applied to individual assessment task to indicate student did not meet specified assessment performance criteria	Result applied to individual assessment task to indicate student did not meet specified assessment performance criteria	VET
RR*	Resubmission required*	Result applied to individual assessment task to indicate resubmission / retaking of the assessment task is required	Result applied to individual assessment task to indicate resubmission/retaking of the assessment task is required	VET ¹

Class of Honours awarded for Bachelor (Honours) degrees

H1	First class	Overall mark in the range 85% - 100%	85% - 100% overall mark; sustained high level of achievement	HE
H21	Second class, Division 1	Overall mark in the range 75% - 84%	75% - 84% overall mark; predominantly high level of achievement	HE
H22	Second class, Division 2	Overall mark in the range 65% - 74%	65% - 74% overall mark; sound achievement, with some high quality performance	HE
H3	Third class	Overall mark in the range 50% - 64%	50% - 64% overall mark; sound achievement	HE

¹ Applicable to ACAP VET only

² Grade is used at the individual assessment task and overall unit/subject final result level at ACAP; and used only at overall unit/subject final result level at HSA

³ Applicable to HSA VET only

⁴ HSA: Resulting of units of competency after census will appear as WF where students have not met the requirements of assessment and attendance.

Assessment Extension Guidelines

1.0 Purpose and Scope

All students are expected to submit their assessments by the due date. In rare circumstances a student may be granted an extension of time for the submission of an assessment.

The timely submission of assessment or the appropriate negotiation of an extension is the responsibility of the student. As students are notified of assessment details well in advance of due dates, extensions will not be granted without demonstrated serious cause.

This policy applies to all current students of the College. This policy does not apply to assessment resubmissions which must be submitted by the due date.

2.0 Guidelines

2.1 Extensions

Extensions will only be granted in extenuating circumstances and will only be considered on medical, compassionate, or other serious grounds. All requests must be accompanied by independent supporting documentation. It is the student's responsibility to ensure all relevant supporting documentation is forwarded with the extension application. Submitting a request for an extension *does not automatically mean that the extension will be granted.*

2.2 Types of extensions available and how to apply:

Length of extension	Where to apply	Requirements
One week extension from the original due date	Subject/Unit teacher	Extensions will only be granted by the teacher if the request is made prior to the due date and is based on unforeseen medical, compassionate or serious grounds. The teacher must be satisfied that unforeseen special circumstances apply and must not give extensions on other grounds, for example, in cases of poor time management or over commitment in terms of workload.
More than one week extension from the original due date	Extension Request Application to the School at the relevant campus in person, by e-mail or fax.	Applications must be received at least (3) working days before the original due date of the assessment, unless the special circumstances prevented the submission of the application within this period.

2.3 No extensions after 21 calendar days

No extensions are granted if applied 21 calendar days or after from the original due date of the assessment.

2.4 Notifications for extensions

Students will normally be notified of the outcome of their application within (2) working days by email. Students who have not received a response within this timeframe should contact the relevant Academic Program Delivery Team to follow-up on their application.

2.5 Limitations of extensions

No extensions are available for resubmitted assessment tasks.

No more than (5) extensions per student may be granted in any academic year unless there are special circumstances. If more than five (5) requests per academic year are lodged, the institution reserves the right to refuse the request outright. If a student is not meeting the required level of commitment for completing assessment tasks, the institution, through the Head of School, may also re-assess the student's suitability for study and the student may be asked to defer their studies for a period.

If a student submits an assignment beyond the new extension due date the *Assessment Late Submission Guidelines* in *Attachment 3* applies, however, no assignment will be accepted beyond 21 days from the original due date.

A student may appeal a decision to refuse an extension by following the College's Appeals and Grievances Procedure.

2.6 Unsuccessful extension applications

If the application for an extension is unsuccessful the *Assessment Late Submission Guidelines* in *Attachment 3* allows a student to submit their assessment for marking up to 10 calendar days after the original due date however an academic penalty of 5% per day will apply.

3.0 Definitions

Unless the contrary intention is expressed in this policy, the following words (when used in this policy) have the meaning set out below:

Extension refers to additional time granted to a student for the submission of an assessment.

Independent supporting documentation refers to documents from sources other than the student, their family or friends, such as doctor's certificates, letters from counsellors or police notes, which are the evidence of the special circumstances which apply and form the basis on which a judgement can be made on the extension request.

Assessment Late Submission Guidelines

1.0 Introduction

The College believes in the principles of equity and fairness, which require that all students are provided the same opportunities for submission of assessments including the same time to prepare and the same due dates. Students who submit late are seen as gaining an unfair advantage through having extra time to complete their assessment tasks. The purpose of these guidelines is to set out the academic penalties that apply for late submission of assessments.

2.0 Procedures

All assessments should be submitted by the due date. Should a student require an extension they must apply in accordance with the *Assessment Extension Guidelines (refer to Attachment 2)* to the teacher or to the School, as appropriate.

For Higher Education late assessments without an agreed extension, an academic penalty of five percentage points applies to the mark a student receives for every calendar date the assessment is submitted late. [For example, a student receives 67% but is three days late, the final mark is $67\% - 15\% = 52\%$]

No assessment will be accepted after 10 calendar days from the due date unless an extension has been granted. This provision does not apply to resubmissions. Late resubmissions will not be accepted.

Where a penalty has been imposed a student may appeal through the Academic Appeals and Grievances Policy and Procedure.