

Procedure Name	ASSESSMENT PROCEDURE
Procedure Number	A002_PR_HE (Academic)
Purpose	This procedure aims to establish the systems and processes aligned to assessment of student work within Higher Education courses and subjects at Whitehouse Institute of Design, Australia, (Whitehouse).
Scope	This procedure applies to all subjects in all accredited Higher Education courses across all campuses, and is binding on all staff.
Procedure	<p>This procedure has rights and responsibilities for the following:</p> <ul style="list-style-type: none"> • Academic Staff • Course Leaders • Academic Director • Students - all students have the right to appeal an assessment decision. <p>1. Confirmation of Assessment</p> <p>Each assessment task is based on the curriculum documentation and all learning outcomes are met through assessment. Students are provided with Subject Outlines for each subject. These documents define the weighting of each assessment task and measure performance against the specified learning outcomes for each subject. Sufficient assessment, based on the course goals and predetermined learning outcomes, is undertaken to ensure reliable and valid judgements about student performance.</p> <p>2. Types of Assessment</p> <p>Assessment in each subject includes more than one type of assessment. Assessment types can include:</p> <ul style="list-style-type: none"> • written evidence • visual evidence • verbal evidence • evidence of research process • peer review. <p>Assessment will be a combination of formative and summative feedback. No single item of assessment in each subject may contribute more than two thirds of the total assessment for the subject overall.</p> <p>3. Feedback</p> <p>Assessments are spread across the study period so that earlier feedback may inform subsequent assessments. Feedback should be provided with sufficient time for students to rectify issues before their next assessment task is due. Feedback should aim to promote learning, be informative and constructive. It should relate to the expected learning outcomes, identify strengths and weaknesses, give guidance and advice on how to improve and encourage students to develop strategies to prepare for future assessment tasks. Feedback should be effective in its communication to</p>

students. It is the student's responsibility to note and record formative assessment. Feedback should be considerate on its demands on staff workloads.

4. Submission

The following process applies to the submission of each assessment task:

- assessment tasks should be accompanied with a completed Assessment Cover Sheet, (Addendum #1) and submitted to the allocated submission area specified in the assessment task, on or before the due date
- no responsibility will be taken by Institute staff for assessment tasks that are not handed directly to the allocated submission area with completed, dated and received Assessment Cover Sheet
- students must retain the signed submission receipt as proof that their work has been submitted
- where a student is unable to submit an assessment task in person when it is due, the work may be submitted by a class colleague or courier, (except in the circumstance of class presentation, panel presentation or peer review) on the due date and must include a completed Assessment Cover Sheet
- late submissions will be penalised (see section 7. Late Submission Penalties).

5. Special Consideration

A student may apply for special consideration if they consider that illness or misadventure adversely affected their performance in an assessment task or they were prevented from attendance or submission of a task due to circumstances beyond their control, such as serious illness or hospitalisation. Special consideration can only be granted due to compassionate or compelling circumstances that are generally those beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These could include, but are not limited to:

- serious illness or injury, where a medical certificate states that the student was unable to attend classes
- specific disabilities or special needs
- bereavement of close family members (where possible a death notice should be provided)
- major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies or
- a traumatic experience which could include:
 - involvement in, or witnessing of a serious accident or
 - witnessing or being the victim of a serious crime, and this has impacted on the student (these cases should be supported by police or psychologists' reports).

Special consideration is divided into three categories:

- extension of time to complete an assessment task
- adjustment of assessment mark, as a consequence of circumstances beyond the student's control affecting the assessment outcome and
- reasonable adjustment of assessment task, where a student has a specific disability or special need.

The following process applies for students who apply for special consideration:

- the application must be made as soon as practical prior to an assessment task due date once the compassionate or compelling circumstances are identified
- students must submit a completed 'Application for Special Consideration' form, (Addendum #2) to the Student Administration Officer
- the Student Administration Officer will arrange a meeting with the Academic Director and/or Course Leader, an Administration staff member and the student
- during this meeting, the parties will negotiate an Academic Plan (template: Addendum #3), outlining the type of special consideration arranged, and any timeframes and conditions applicable
- academic plans must detail the negotiated arrangements, what deliverables are required, and the attendance timeframe
- the Academic Director will then consider the negotiated plan, ensuring it is fair and equitable, and advise the Student Administration Officer of their decision for recording on the student's file
- if the negotiated plan is approved by the Academic Director and the arrangement is for an extension or reasonable adjustment of assessment task, Administration will monitor the student's progress in regards to timeframes and conditions outlined in the plan
- when the assessment task is submitted, an Academic staff member will assess the outcome and submit the result to the Course Leader for review
- the Course Leader is then responsible for providing the result to Student Administration.

6. Re-Submissions

Should a student not pass an assessment task, i.e. obtaining a grade of 49% or lower (that was submitted on time), the student may re-submit the assessment. Only one re-submission is permitted per assessment task and a deadline of 14 days is given to complete a resubmission. A 'Notice to Resubmit' form, (Addendum #4) must be filled out and signed by the assessor and include the date of notice and the deadline for re-submission. A student may only be awarded a Pass grade of 50% for a successful re-submission.

7. Late Submission Penalties

An assessment task is considered 'late' when it is not submitted by the due date or by the agreed extension date. Work submitted after the due date or agreed extension date will receive a deduction of 5% of the mark for each day thereafter.

A 7-day deadline applies to late submissions and this deadline is absolute. Any work submitted after the 7-day period without an arrangement for special consideration and within the 14-day late submission cut-off date will receive a Fail grade between 0-49%.

All assessment tasks must be attempted and submitted in order to progress in the course, even if submission exceeds the 7-day deadline. Students will be unable to attempt the subsequent subject in the strand if they have outstanding assessment tasks.

The cut-off date for late submissions is 14 days after the due date or agreed extension date. Should a student fail to submit the outstanding assessment task within the 14 days, the assessment result is recorded as NON-SUBMIT, and the student will be

required to re-attempt the subject, at additional expense, in order to progress in the course.

8. Processing and Recording Results

Assessors are required to formally record results for each subject and submit them to Course Leaders for review and final approval. Course Leaders are responsible for providing results to the Academic Director for sign off before sending to Student Administration at the end of each assessment due date and/or study period. Assessments are not to be returned to students until moderation has occurred. Assessment tasks are marked and returned to the student within three weeks of the submission date. The Academic Director's sign off of results permits Student Administration to publish and certify the results.

9. Moderation

Assessment moderation is the review of assessment decision-making to ensure consistency in grading. Where there is more than one assessor, selected pieces of work from each assessment task should be reviewed by the Academic Director and/or Course Leader to verify the level and consistency of the marks allocated by the assessors.

This process increases the reliability of the assessment process and application of standards, promotes consistency, supports objectivity and establishes a shared understanding of standards and fairness in assessment.

Panel assessment is moderated across campus as much as possible with Sydney Campus staff attending Melbourne Campus panel assessment and Melbourne Campus staff attending Sydney Campus panel assessment as much as the staff timetable allows for this to occur.

10. Plagiarism

Students are advised to, and must declare on each Assessment Cover Sheet that they practice academic integrity and avoid plagiarism, cheating or collusion. Whitehouse has an Academic Honesty Policy which specifically outlines what constitutes plagiarism in order to guide students on how to prepare work for submission to meet course requirements.

11. Appealing an Assessment Result

If a student is dissatisfied with an assessment result, the student should approach the assessor and then the Academic Director in the first instance to discuss and/or request a review of that assessment. If a review is undertaken, the student must present a case in writing arguing that the original marking was unfair or inconsistent with marking guidelines. The request for a review must be made within 5 working days of the release of the academic result. The reviewed assessment grade will be taken as final. If the student remains dissatisfied with the outcome of the review the student can lodge a formal grievance in writing, (Addendum #5 Academic Grievance Form) to the Academic Director within 10 working days after receiving the notification of the review outcome. (Refer to the Academic Grievance Policy and Procedure).

12. Review of Assessment

The Learning, Teaching, Assessment and Curriculum Committee (LTACC) is responsible for the regular review of assessment practices and activities of Whitehouse. Whitehouse has a range of quality assurance systems and processes in place to ensure that feedback and input from assessors, academic staff, students and external advisers is collated, considered and acted upon.

	<p>The LTACC is required to review assessment strategies in accordance with the Course Review Cycle and forward recommendations for change to the Academic Board for consideration.</p> <p>Whitehouse acknowledges the complex relationship between assessment outcomes and course design and delivery. The ongoing consideration of this relationship and the evaluation of assessment outcomes provides Whitehouse with the opportunity to improve its course design, and instructional and assessment strategies.</p> <p>13. Record Keeping</p> <p>Records of assessment results are stored electronically in the Whitehouse Student Administration system and are archived for a period of at least 30 years.</p> <p>14. Publication</p> <p>This procedure will be published for students and staff in the Student and Staff Handbooks and on the Whitehouse website on the Student and Staff Zone to ensure current and prospective stakeholders have up to date and accurate information available to them. The student forms are available on the Student Zone of the Whitehouse website.</p>
<p>Relevant Legislation</p>	<ul style="list-style-type: none"> • Higher Education Standards Framework (Threshold Standards) 2015 • 2016 Higher Education Support Act (2003) • Australia Qualifications Framework (AQF)
<p>Key Related Documents</p>	<p>Academic Honesty Policy (HE)</p> <p>Academic Misconduct Procedure (HE)</p> <p>Access and Equity Policy (HE)</p> <p>Access and Equity Procedure (HE)</p> <p>Academic Grievance and Appeals Resolution Policy (HE)</p> <p>Academic Grievance and Appeals Resolution Procedure (HE)</p> <p>Privacy Policy (HE)</p> <p>Privacy Procedure (HE)</p> <p>Code of Conduct</p> <p>Academic Workload Policy</p> <p>Academic Workload Procedure</p> <p>Student Progression and Exclusion Policy (HE)</p> <p>Student Progression and Exclusion Procedure (HE)</p> <p>Quality Assurance and Continuous Improvement Policy</p> <p>Application for Extension Form</p> <p>Application for Special Consideration</p> <p>Academic Grievance Policy</p> <p>Academic Grievance Procedure</p> <p>Academic Grievance Form</p> <p>AQF Handbook</p> <p>Assessment Cover Sheet</p> <p>Notice to Re-submit Form</p>

Definitions	<p>Assessment, learning outcomes, moderation, formative, summative, plagiarism, adjustments, results, Recognition of Prior Learning (RPL), validation.</p> <p>Accredited course: any of the higher education delivered by Whitehouse, that lead to a nationally recognised qualification.</p> <p>Assessment: the process of collecting evidence of a student’s skill and knowledge in relation to criteria; the judgment made of the level of a student’s achievement provides their grade for that course.</p> <p>Australian Qualifications Framework (AQF): the guidelines established for learning outcomes, knowledge , and skill levels for defined levels of education in Australia.</p> <p>Formative Assessment: occurs during the process of skills and knowledge acquisition, it does not contribute to the final grade. It is a type of assessment used to assist in measuring a student’s progress to date and identifying requirements still to be met.</p> <p>Summative Assessment: occurs at the conclusion of a period of study and the results contribute to the final grade for the subject.</p> <p>Moderation: the review of assessment decision-making to ensure consistency in grading. Student Learning.</p> <p>Outcomes: student work is assessed against specified learning outcomes identified for each subject.</p> <p>Student Learning Outcomes: student work is assessed against specified learning outcomes identified for each subject.</p> <p>Plagiarism: is the action or practice of taking and submitting or presenting the thoughts, writings or other work of someone else as though it is your own work.</p> <p>Validation: the process by which assessment tools and assessment evidence are reviewed with respect to the AQF requirements and standards established for each level.</p>
Responsible Officer	Academic Directors
Approval Authority/ Authorities	<p>Joint Executive Directors</p> <p>Academic Board</p>
Date Approved	10/04/2017
Date of Commencement	11/04/2017
Date for Review	11/04/2020
Documents superseded by this Procedure	<p>010-11P Assessment Policy</p> <p>010-11D Assessment Procedure</p>
Amendment History	<p>05/2018</p> <p>Re-branding – Header & Footer only</p>

10/2016

Policy and Procedures separated and HE and VET documentations separated. Updated formatting and minor amendments.

01/2016

Late submission penalties and late submission amended for a 0-49 marking band.
Reporting lines within the document amended as per new operational chart.

06/2014

Late Submission Penalties changed based on benchmarking.
Special Consideration, Extensions and Adjustments collated and process of application reviewed.
Minor adjustments to higher education policy wording.

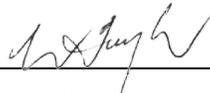
11/2012

Changed formatting – included procedure and policy in one document.
Minor adjustments and inclusions to policy wording – no material change
Semester 2, August 2012.
Effective from

30 /03/2012

Approved - Academic Board, Agenda item number 5.4.

**Signed and dated
for Whitehouse
Pty Ltd**



Les Taylor

30/05/2018

Signature

Name

Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER

Category	Academic
Stakeholders	Academic Board Executive Management LTACC Committee Academic Staff Administration Staff Students