







<b>Policy Name</b>	<b>ASSESSMENT POLICY</b>
<b>Policy Number</b>	<b>A002_PO_HE (Academic)</b>
<b>Purpose</b>	This policy aims to establish the principles of assessment for student work within Higher Education courses and subjects at Whitehouse Institute of Design, Australia, (Whitehouse).
<b>Scope</b>	This policy applies to all subjects in all accredited Higher Education courses across all campuses and is binding on all students and staff.
<b>Policy Statement</b>	<p>Whitehouse sees learning and assessment as part of a continuous feedback loop: the assessment provides information on what learning has taken place in order to foster future learning. This assessment policy supports learning and teaching practice.</p> <p>Whitehouse defines and develops learning outcomes and assessment criteria to confirm students' achievements and success at particular award levels as specified by sector standards and the Australian Qualifications Framework (AQF). Assessment is designed to measure student performance against stated learning outcomes, to promote learning, improve student attributes, and achieve graduate capabilities. The principles of assessment include that:</p> <ol style="list-style-type: none"> <li>I. standards or levels of expected performance should be described for assessment tasks in sufficient detail that students can improve the quality of their work</li> <li>II. standards should typically be defined in the context of the discipline, course, or level of the subject</li> <li>III. standards should be benchmarked against comparable disciplinary and/or professional standards, with Whitehouse and beyond</li> <li>IV. assessment in each subject should involve at least two types of assessment <b>instruments</b></li> <li>V. assessment methods and criteria are based on academic achievement and align to specified <b>learning outcomes</b> for each subject in Higher Education programs</li> <li>VI. assessment methods include provision of constructive and timely <b>feedback</b> to provide students with a measure of their progress against the stated learning outcomes and feedback to assist in the preparation of future assessment tasks</li> <li>VII. assessment should be <b>fair, equitable</b> and <b>objective</b></li> <li>VIII. assessment should be <b>moderated</b> using appropriate methods to ensure parity.</li> <li>IX. staff peer review and moderation of assessment tasks should be used to ensure the tasks are appropriate for the targeted learning outcomes, and conform with the assessment policy and procedure</li> <li>X. students should have the opportunity for formative practice or experience on each type of instrument that is used to determine grades. This may include student peer review or student self-review activities.</li> <li>XI. summative assessment leads to achievement of subject and course completion leading to the issue of a graded Testamur.</li> <li>XII. penalties apply for late submissions and non-attendance (refer Section 7 of the Procedure)</li> </ol>

<p><b>Relevant Legislation</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a></li> <li>• <a href="#">2016 Higher Education Support Act (2003)</a></li> <li>• <a href="#">Australia Qualifications Framework (AQF)</a></li> </ul>
<p><b>Key Related Documents</b></p>	<ul style="list-style-type: none"> <li>• Code of Conduct</li> <li>• Academic Honesty Policy and Procedure (HE)</li> <li>• Student Access and Equity Policy and Procedure (HE)</li> <li>• Academic Grievance and Appeals Policy and Procedure (HE)</li> <li>• Privacy Policy and Procedure (HE)</li> <li>• Student Progression and Exclusion Policy and Procedure (HE)</li> <li>• Qualification Issuance Policy and Procedure (HE)</li> <li>• Assessment Cover Sheet</li> <li>• Application for Extension Form</li> <li>• Application for Special Consideration</li> <li>• Notice to Re-submit Form</li> <li>• Academic Grievance Form</li> <li>• AQF Handbook</li> </ul>
<p><b>Definitions</b></p>	<p>Assessment, learning outcomes, moderation, validation, benchmarking, formative, summative, plagiarism, adjustments, results, Recognition of Prior Learning (RPL).</p> <p><b>Accredited course:</b> any of the higher education delivered by Whitehouse, that lead to a nationally recognised qualification.</p> <p><b>Student Learning Outcomes:</b> student work is assessed against specified learning outcomes identified for each subject.</p> <p><b>Assessment:</b> the process of collecting evidence of a student’s skill and knowledge in relation to specified criteria. The judgment made of the level of a student’s achievement provides their grade for that course.</p> <p><b>Australian Qualifications Framework (AQF):</b> the guidelines established for learning outcomes, knowledge, and skill levels for defined levels of education in Australia.</p> <p><b>Formative Assessment:</b> 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><b>Summative Assessment:</b> occurs at the conclusion of a period of study and the results contribute to the final grade for the subject.</p> <p><b>Result grade:</b> The result recorded for an individual assessment, overall subject or course, based on a “marks range” cut-offs from 0-100% and represented by a code or symbol denoting the grade level (refer Attachment A below)</p> <p><b>Moderation:</b> the review of assessment decision-making to ensure consistency in grading student learning.</p> <p><b>Validation:</b> the process by which assessment tools and assessment evidence are reviewed with respect to the AQF requirements and standards established for each level.</p>

	<p><b>Benchmarking:</b> is a process that compares assessments against a set of standards or benchmarks for the purpose of improvement.</p> <p><b>Plagiarism:</b> is a form of academic misconduct. It 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>
<b>Responsible Officer</b>	Academic Directors
<b>Approval Authority/ Authorities</b>	Joint Executive Directors Academic Board
<b>Date Approved</b>	01/06/2021
<b>Date of Commencement</b>	02/06/2021
<b>Date for Review</b>	01/06/2024
<b>Documents superseded by this Procedure</b>	010-11P Assessment Policy 010-11D Assessment Procedure
<b>Amendment History</b>	<p><b>06/2021</b> Re-approval</p> <p><b>10/2019</b> Added Clauses VI and VII re. the recording of an award grade on the Testamur and applicable penalties related to assessment re-submissions and non-attendance. Checked and updated hyperlinks Updated Key Related Documents list.</p> <p><b>05/2018</b> Re-branding – Header &amp; Footer only.</p> <p><b>10/2016</b> Policy and Procedures separated, and HE and VET documentations separated. Updated formatting and minor amendments.</p> <p><b>01/2016</b> Late submission penalties and late submission amended for a 0-49 marking band. Reporting lines within the document amended as per new operational chart.</p> <p><b>06/2014</b> 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.</p>

	<p><b>11/2012</b>                  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</p> <p><b>30 /03/2012</b>                  Approved - Academic Board, Agenda item number 5.4.</p>						
<p><b>Signed and dated                  for Whitehouse                  Pty Ltd</b></p>	<table border="1"> <tr> <td data-bbox="399 506 792 661" style="text-align: center;">  </td> <td data-bbox="792 506 1247 661" style="text-align: center;">  </td> <td data-bbox="1247 506 1437 661" style="text-align: center;">                 01/06/2021             </td> </tr> <tr> <td data-bbox="399 661 792 722" style="text-align: center;">                 Signature             </td> <td data-bbox="792 661 1247 722" style="text-align: center;">                 Name             </td> <td data-bbox="1247 661 1437 722" style="text-align: center;">                 Date             </td> </tr> </table>			01/06/2021	Signature	Name	Date
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INFORMATION FOR PUBLISHING ON POLICY REGISTER	
<p><b>Category</b></p>	<p>Academic</p>
<p><b>Stakeholders</b></p>	<p>Academic Board                      Executive Management                      LTACC Committee                      Academic Staff                      Administration Staff                      Students                      Graduates</p>