Policy Name	ASSESSMENT POLICY
Policy Number	**A002_PO_HE (Academic)**
Purpose	This policy states the principles of assessment for student work within Higher Education courses and subjects at Whitehouse Institute of Design, Australia, (Whitehouse).
Scope	This policy applies to all subjects in all accredited Higher Education courses across all campuses and is binding on all students and staff.
Policy Statement	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.

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 measures student performance against stated learning outcomes, to promote learning, progression, improve student attributes, and achieve graduate capabilities. The principles of assessment require that:

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

II. standards should typically be defined in the context of the discipline, course, or level of the subject

III. standards should be benchmarked against comparable disciplinary and/or professional standards, with Whitehouse and beyond

IV. assessment in each subject should involve at least two types of assessment **instruments**

V. assessment methods and criteria are based on academic achievement and align to specified **learning outcomes** for each subject in Higher Education programs

VI. assessment methods include provision of constructive and timely **feedback** 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

VII. assessment should be **sufficient**, **fair, valid, equitable** and **objective**

VIII. assessment should be **moderated** and **validated** using appropriate methods to ensure parity and consistency in assessor judgements.

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

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 teacher feedback, student peer review or student self-review activities.

XI. summative assessment leads to achievement of subject (results) and course completion leading to the issue of a graded Testamur and Transcript of Academic Record.

	XII. penalties apply for late submissions, non-submissions, academic misconduct, and non-attendance (refer Section 7 of the Procedure)
Relevant Legislation	• Higher Education Standards Framework (Threshold Standards) 2021 • 2016 Higher Education Support Act (2003) • Australia Qualifications Framework (AQF
References	• S Sundhu, Formative vs Summative Assessment, a Comparison, January 31 2022 (Accessed 20 May 2024) • J, Orrell, A Generic Learning Rubric, 2003 (Accessed 20 May 2024) • J, Orrell, Designing an assessment rubric, Flinders University Online Learning Good Practice Guide (TEQSA), 2022 (Accessed 20 May 2024) • M Larson, How to Design Effective (Analytic) Rubrics, Centre for Transformative Teaching, University of Nebraska, 2022 (Accessed 20 May 2024)
Key Related Documents	• Assessment Procedure • Code of Conduct (Students) • Student Progression and Exclusion Policy and Procedure (HE) • Academic Honesty Policy and Procedure (HE) • Academic Grievance and Appeals Policy and Procedure (HE) • Student Access and Equity Policy and Procedure (HE) • Privacy Policy and Procedure (HE) • Qualification Issuance Policy and Procedure (HE) • Assessment cover sheet • Application for extension - form • Application for Special Consideration - form • Notice to re-submit assessment – form. • Student consultation - form • Academic grievance - form • Individual Learning Plan.
Definitions	Key terms: Assessment, learning outcomes, moderation, validation, benchmarking, formative, summative, plagiarism, adjustments, results, Recognition of Prior Learning (RPL). **Assessment**: the process of collecting evidence of a student's knowledge, skills, and attributes in relation to specified criteria in a subject. The judgment made of the level of a student's achievement provides their result grade for that subject. **Accredited course:** any of the higher education delivered by Whitehouse, that lead to a nationally recognised qualification. **Student Learning Outcomes**: student work is assessed against specified learning outcomes (a standard) identified for each subject.

Australian Qualifications Framework (AQF): the guidelines established for learning outcomes, knowledge, and skill levels for defined qualification levels of education in Australia.

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.

Summative Assessment: occurs at the conclusion of a period of study in subjects of learning and results that contribute to the final grade for subjects.

Result grade: 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)

Moderation: the review of assessment decision-making to ensure consistency in grading student learning against specified outcomes (or rubrics).

Validation: the process by which assessment tools and assessment evidence are reviewed with respect to the AQF requirements and standards established for each level.

Benchmarking: is a process that compares assessments against a set of standards or benchmarks for the purpose of improvement.

Plagiarism: 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.

Responsible Officer	Academic Staff
Approval Authority/ Authorities	Joint Executive Directors Academic Board
Date Approved	20/12/2023
Date of Commencement	21/12/2023
Date for Review	21/12/2026
Documents superseded by this Procedure	010-11P Assessment Policy 010-11D Assessment Procedure
Amendment History	12/2023 • Minor update to Polic statements, clauses VII, VIII, X, XI, XII. • Checked links. • Added a References section and readings. • Updated the Key Related Documents section. • Updated Definitions section.

06/2021

Re-approval

10/2019

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.

05/2018

Re-branding – Header & Footer only.

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.

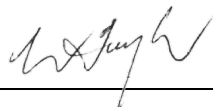Minor adjustments and inclusions to policy wording – no material change

Semester 2, August 2012.

Effective from

30 /03/2012

Approved - Academic Board, Agenda item number 5.4.

Signed and dated for Whitehouse Pty Ltd			
	[signature]	Les Taylor	20/12/2023
	Signature	Name	Date

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Category	Academic
Stakeholders	Academic Board Executive Management LTACC Committee Students Academic Staff Administration Staff