



Cairnmillar
INSTITUTE

Treatment | Education | Research

Assessment Policy and Procedures

Policy Name	Assessment Policy and Procedures
Policy number	TLP002
Date approved	23 August 2019
Approving body	The Academic Board
Responsible officer	Head of School
Implementation officer	Head of School
Next review date	March 2022
Linked policies	<ul style="list-style-type: none"> ▪ TLP003 Quality Assurance and Benchmarking Policy ▪ TLP005 Advanced Standing and Recognition of Prior Learning Policy ▪ TLP009 Examination of Theses Policy ▪ CDD005 Annual Course Review Policy
Linked forms and documents	<ul style="list-style-type: none"> • Schedule A: Register of Responsibilities for Academic Student Matters (in Standing Delegation of Authority Policy) • Change of Assessment Form

1. Purpose of this policy

The purpose of this policy is to uphold the values of the Cairnmillar Institute (the Institute) of respect, integrity, honesty, collaboration, and professionalism. The policy frames the development and implementation of appropriate, quality assured assessment tasks and fair and consistent assessment practises across the organisation, and in accordance with the professional accreditation requirements.

2. Scope

This policy applies to assessments undertaken in VET courses, and undergraduate and post graduate degrees other than higher degree by research theses.

3. Policy

- 3.1. The institute will uphold its core values and commitment to ensuring quality assessment practices that:
 - a) Contribute to the learning experience
 - b) Provide appropriate feedback to students to support their learning
 - c) Assess student achievement in terms of the intended learning outcomes and graduate attributes
 - d) Contribute measures to help staff evaluate the effectiveness of their teaching
 - e) Provide assurance to the wider community that academic standards and learning quality are being maintained

4. Responsibilities

- 4.1 Responsibilities for assessment tasks across all units including placement units are in accordance with Schedule A: Register of Responsibilities for Academic Student Matters.

5. Procedures

- 5.1 Development of assessment tasks. For each unit there must be a minimum of two assessment tasks. The types and range of assessment within each course or program must:
 - a) Encourage integrity
 - b) Provide clear, accurate, consistent and timely information on assessment task requirements
 - c) Not exceed a total value of 60% of the total unit grade
 - d) Have an integrated approach to ensure assessment types reflect the development of knowledge and skills
 - e) Align to the intended learning outcomes and graduate attributes
 - f) Be supported by appropriate learning and teaching activities
 - g) Have an associated marking rubric outlining how marks will be awarded

5.1.1 Coursework assessment tasks (other than examinations)

- a) The Unit Team will be responsible for the development of assessment tasks as per Section 5.1 of these procedures
- b) Assessment tasks must be sufficiently different each Semester so that students are not provided the opportunity to breach academic integrity
- c) Any changes to assessment at the unit level must be approved by the Associate Head of School Teaching and Learning via the Change of Assessment Form
- d) Benchmarking and validation of assessment outcomes will be carried out in compliance with the Quality Assurance and Benchmarking Policy

5.1.2. Examinations

The unit team will be responsible for:

- a) Creating an examination task that assesses student skills and knowledge at the appropriate AQF level
- b) Creating a supplementary examination task
- c) Ensuring two members of the unit team have proof read and signed the final examination
- d) Ensuring examinations are approved by the AHoS Teaching and Learning prior to submission

5.1.3. Placement assessment tasks must comply with the requirements of the appropriate accrediting body and meet the Institutes values of respect, integrity, honesty, collaboration, and professionalism.

5.1.4. VET assessment tasks and competency-based assessments

- a) For the purpose of VET assessment, the definition from the Standards for Registered Training Organisations (RTOs) 2015 (RTO Standards) or any subsequent legislation or legislative instruments will apply:

5.1.4.a.1. Assessment means the process of collecting evidence and making judgements on whether competency has been achieved, to confirm that an individual can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

- b) Assessment of VET competencies can only be approved and carried out by duly qualified trainers and assessors as per or above the minimum standards set out in Standard 1 or the RTO Standards (2015):

- 5.1.4.b.1. This will normally be a minimum of the TAE40110 Certificate IV in Training and Assessment or its successor, and
- 5.1.4.b.2. Relevant specialist training, knowledge or experience in the discipline or subject area being assessed
- c) VET assessments will be designed in accordance with the relevant training package or VET accredited course rules and the RTO Standards tables for Principles of Assessment and Rules of Evidence.
- d) Validation of VET assessment will be a review of assessment tools and outcomes, carried a person/s independent of the assessment being validated, and who has/have:
 - i) Vocational competencies and current industry skills relevant to the assessment being validated;
 - ii) Current knowledge and skills in vocational teaching and learning; and
 - iii) The training and assessment qualification or assessor skill set referred to in Item 1 or 3 of Schedule 1 of the RTO Standards (2015) or any subsequent legislative instrument.

5.2 Marking of assessments

Unit teams will be responsible for:

5.2.1 creating marking criteria for each assessment that:

- (a) assess the learning outcomes set for each assessment task where some academic judgment is involved
- (b) are clear and transparent in order for students and staff to use them
- (c) appropriately weighted
- (d) provide appropriate and relevant feedback to students

5.2.2 marking assessments in a timely manner, adhering to School turnaround times of three weeks

5.2.3 finalising and uploading assessment results for each student

5.2.4 ensuring all fail (N) and high distinction (HD) assessment tasks are double blind marked to ensure accuracy and fairness of results.

5.2.5 where the two markers differ by more than ten percent, a third marker will be required to blind mark the assessment task. The final mark will be the median of all three marks

5.2.6 ensuring that a marking moderation process occurs before assessments are marked in order to ensure that all markers are marking to the same standard

5.2.7 ensuring that markers receive adequate training and support to undertake marking effectively

5.3 Alternative assessment arrangements

5.3.1 Where there is sufficient evidence that a student has an ongoing disability or situation which will require reasonable adjustments to be made for an extended period of time (including in cases relevant to elite athletes, defence reservists, and emergency volunteers) or significant religious or cultural reasons, the course coordinator may:

- a) allow a single special consideration application and approve ongoing adjustments without further application and/or
- b) approve and implement a special assessment and support plan which will be provided to the appropriate staff member/s to ensure that equitable arrangements will be made for assessments and, if applicable, during unassessed class or learning activities.

5.4 Assignment Extensions

5.4.1 A Unit Convener or other authorized teacher may grant an extension of up to 10 working days:

- a) where there is disruptions due to unforeseen circumstance that impact on the student's ability to complete the assessment task on time; and
- b) prior to the submission deadline of the assessment task.

5.4.2 Applicants must be advised of the outcome of an application under this section within 3 working days of the receipt of the application.

5.4.3 Where an extension request is declined the student must be and given reasons and informed of their option to appeal under the SSP007-Student-Grievance-Policy

5.4.4 Extensions cannot be granted for formal examinations or other similarly scheduled assessment activities

5.4.5 Extensions of longer than 10 working days are a form of Special Consideration and must be applied for under Special Consideration provisions

5.4.6 Where assessment is dependent on completion of placement, the placement coordinator can authorise extensions which must be made on the appropriate form

- a) If the placement is extended and the student will still be actively on placement or seeing clients, then a formal Extension to the Placement Agreement Contract (Form A.X) must be completed by the student and the placement agency to confirm the extension of the placement contract.

- b) If the student is no longer actively on placement and only requires an extension to complete the paperwork and other assessment records written confirmation is all that is required.

5.5 Special Consideration

5.5.1 A student is eligible to apply for special consideration for assessment tasks if the student:

- a) Is ill or has extenuating circumstances in undertaking part or all of an assessment task
- b) Is adversely affected by illness during the course or performance of an assessment task

5.5.2 Applications for special consideration must be supported by documentary evidence that may include:

- a) a valid [Health Care Professional Certification](#) pro-forma report completed by a health professional; or
- b) other appropriate and externally verifiable supporting evidence

5.5.3 Applications must be made on the appropriate Special Consideration application form and submitted:

- a) As soon as possible once the circumstances become apparent, and
- b) At least one day prior to the assessment task if circumstances impacted the student prior to the assessment due date; or
- c) Within 24 hours of the assessment due date if circumstances impacted the student on the day or during the assessment task; and
- d) Must be made prior to the release of results for the assessment task.

5.5.4 Outcomes of an application for special consideration or reasonable adjustment are listed in Schedule A

5.5.5 Outcomes of applications for special consideration must be provided to an applicant:

- a) within 5 working days of receipt of the application and the supporting documentation, or
- b) within 5 working days of the release of final subject results for applications relating to final assessment in a subject.

5.5.6 Where an application for special consideration or reasonable adjustments is declined the student must be and given reasons and informed of their option to appeal under the SSP007-Student-Grievance-Policy.

5.6 Review of results

5.6.1 At the end of each substantive teaching period, after the entry of final results, but prior to the release of students, the registrar or nominee will prepare all results for the period to be reviewed by the Head of School or nominee

5.6.2 The Head of School will address any areas of concern as part of a formal or informal review of results process

5.6.3 The registrar will report to Academic Board on final unit results and assessment outcomes at least twice per year.

6. Resources and References

Legislative and compliance framework relevant to the development of this policy:

- [TEQSA Guidance Note on Course Design \(including Learning Outcomes and Assessment\)](#)
- [TEQSA Guidance Note: Diversity and Equity](#)
- [APAC Rules and Standards](#)
- [Australian Qualifications Framework \(AQF\) \(July 2011\)](#)

Schedule A: Outcomes of an application for special consideration or reasonable adjustments

In response to an eligible application for special consideration, or a request for assessment adjustment, the Course or Program Coordinator may:

- a) defer assessment;
- b) grant an extended period for assessment;
- c) approve special arrangements for assessment (e.g. special examination conditions);
- d) allow additional or alternative assessment;
- e) permit a resubmission of assessment;
- f) allow the student to re-do one or more assessment task/s; or