

Assessment Policy

Kaplan Higher Education Pty Ltd.

Scope

This policy is applicable to students, staff and others associated with, or contracted by, Kaplan Higher Education Pty Ltd, trading as Kaplan Professional (“Kaplan”), who are responsible for assessments. This policy applies to all coursework delivered by Kaplan.

Purpose

The purpose of this policy is to:

- outline the principles that guide the development and implementation of assessment for Kaplan courses.
- provide a framework for the design, delivery, moderation, and review of assessment practices.
- define the responsibilities and expectations of Kaplan staff, contractors and students in relation to assessment.
- set out the procedures, rules and regulatory requirements governing assessment.

Policy Statement

The assessment of coursework is a key measure of academic learning, based on judgements against criteria and designed to provide feedback regarding learning outcomes.

Assessment includes:

- the design and specifications of assessment items that assess the student's learning outcomes.
- internal and external moderation of assessment items.
- appropriate provision of assessment feedback to students.
- the awarding of grades to students based on their performance against assessment criteria.

Definitions

Terms	Definitions
Academic misconduct	conduct by a student in connection with learning, teaching, assessment or academic activity that breaches academic integrity, compromises assessment integrity, misrepresents authorship or achievement, or may give the student or another student an unfair academic advantage.
Artificial intelligence	software, systems or tools that use artificial intelligence or automated technologies to generate, modify, analyse, translate, summarise, transcribe, classify, predict, recommend, solve, code, create or otherwise process content, data, information or communications. This includes Gen AI tools, chatbots, translation tools, paraphrasing tools, coding assistants, transcription tools, AI notetakers, meeting assistants, bots, agents and automated summarisation tools.
Assessment	A systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of assessment events, and the judgement and reporting of student performance against predetermined assessment criteria. The purpose of assessment is both to facilitate and certify the achievement of specified learning outcomes. Assessment is integral to the curriculum and is aligned to the design of teaching and learning.
Assessment Event	Any form of assessment including but not limited to assignments, quizzes, case studies, oral assignments, reports, tasks, analysis tasks and presentations.
Assessment	A commitment to honest, fair, ethical and responsible conduct in all academic

integrity	activities including learning, teaching, assessment and research. It requires students to produce and present work that genuinely represents their own knowledge, skills and achievement, appropriately acknowledge the work and ideas of others (including ideas and responses generated by AI), and demonstrate that assessment evidence accurately reflects their own competency.
Assessment Moderation	Quality assurance processes and activities implemented to uphold assessment judgements that are consistent, fair and equitable, and that align with the requirements of this policy.
Assessment security	Measures incorporated into assessment design and delivery to support assessment integrity and provide confidence that assessment evidence demonstrates a student's own knowledge, skills and achievement. Assessment security measures should be proportionate to the assessment purpose and level of risk.
Assessor	The person responsible for carrying out assessments. Their role is to assess and review student abilities and provide constructive feedback to assist future progress.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training. It incorporates qualifications from each education and training sector into a single comprehensive national framework.
Authentic assessment	Assessment designed which requires students to apply knowledge and skills in realistic, relevant or professional contexts that demonstrate achievement of learning outcomes.
Authorised Gen AI use	The use of Gen AI that is expressly permitted by Kaplan, including in assessment instructions, subject outlines, examination conditions, approved learning activities, approved reasonable adjustments, or other written approval from Kaplan.
Calibration	A quality assurance process in which Assessors develop and maintain a shared understanding of Marking Criteria and expected standards to support consistent Assessment judgements across Assessors and student cohorts.
Course	An approved program of study that leads to an accredited higher education award. It is a planned and structured sequence of learning and teaching that allows students to gain knowledge, skills and understanding.
Formative Assessment	Primarily used to provide students with progressive feedback on their learning and to enable improved performance on current or subsequent learning. Formative assessment provides students with an opportunity to identify strengths and limitations in their knowledge and understanding and put in place measures to address these for ongoing learning and assessment.
Generative AI (Gen AI)	Artificial intelligence technologies that generate or modify content in response to user inputs or other data. This may include text, images, audio, video, code, calculations, analysis, summaries or other outputs.
Graduate Attributes	Defined by the AQF as generic learning outcomes which are embedded into qualifications in the Course development process. These generic learning outcomes are defined as the transferrable, non-discipline specific skills a graduate may achieve through learning that have applications in study, work and life contexts.
Grievance	A grievance is a minor issue that is suitable to be addressed informally and usually resolved by having a discussion with a staff member.
Learning Outcomes	The expression and application of the set of knowledge and skills that a student is expected to acquire and is able to demonstrate as a result of learning.
Marking Criteria	The standards and requirements used to assess the quality of a student's response to an Assessment Event and determine the mark, grade or outcome awarded. Marking

	Criteria describe the expectations and levels of performance for an Assessment Event and provide a consistent framework for Assessment judgements. They may be documented in a Criteria Based Marking Guide, rubric or other approved marking instrument.
Moderation	A quality assurance process used to confirm that Assessment design, Marking Criteria and Assessment judgements are valid, reliable, consistent, fair and aligned with Learning Outcomes and academic standards.
Reasonable Adjustment	a modification or support put in place to assist a student with a disability, medical or mental health condition, or specific learning need to participate in learning and assessment on an equitable basis. Adjustments must not compromise academic integrity or inherent requirements.
Special consideration	A separate process that applies to short-term, unforeseen events (such as illness or bereavement) that affect a student's ability to complete an assessment.
Student	For the purposes of this policy, references to "students" include "customers" where the policy addresses support services, complaints, appeals, service access, or records handling, while the term "student" is retained for consistency across Kaplan ANZ / Kaplan Higher Education.
Study Period	The length of time for a higher education subject at Kaplan. Our standard study period is twelve weeks, and there are six study periods per year.
Subject	A unit of study in an award course, as set forth within the individual course structure. The unit of study may also be taken as a non-award subject.
Summative Assessment	Used to determine a student's level of knowledge and skill at the conclusion of a subject, in relation to the desired learning outcomes and against a set of predetermined standards.
Unauthorised Gen AI use	The use of artificial intelligence in a way that is not authorised by Kaplan, is contrary to assessment or study instructions, misrepresents the student's own work or achievement, compromises assessment integrity, breaches privacy or confidentiality, or may give the student or another student an unfair advantage.

Assessment Principles

Quality assessment practices establish appropriate standards and rigorous procedures that are integral to the design, delivery, and assurance of all subjects and courses. Assessment is dependent on:

- the proper exercise of standards-based professional judgement on the part of assessors,
- systematic moderation to support consistent and rigorous assessment of learning across tutors and lecturers,
- ongoing provision of timely feedback to students, and
- timely reporting of marks and grades.

Designing the Assessment

Assessment Design and Development Standards

The following standards underpin the development of assessment strategies:

- Assessment will comply with the principles of fairness, validity, reliability, flexibility, authenticity, transparency and consistency.

- Assessment will promote assessment integrity through authentic design, appropriate use of technology, verification of student learning, and proportionate assessment security measures.
- Assessment will be inclusive and equitable, as far as possible without compromising academic standards, and will be designed so that assessment events and procedures do not disadvantage any group or individual.
- Assessment will involve the evaluation of sufficient evidence to enable judgements about whether the subject learning outcomes and related course outcomes have been achieved and can be measured against the set standards or criteria.
- Assessment will focus on the application of knowledge and skill to the standard of performance required in the workplace and will be aligned with the graduate attributes.
- Assessment will comply with the assessment requirements specified in the AQF guidelines, will lead to the issuing of a qualification and will be completed in English.
- Final Assessment results will be validated by the Grade Ratification and Assessment Committee.
- By no later than the first week of the study period, students will be provided with explicit, accessible and transparent information about the assessment procedures in the subject room within the Learning Management System (LMS), KapLearn. This may include the assessment events and processes including times of submission, the penalties for late submission and the procedures for re-assessment and complaints or appeals of assessment results.
- Formative assessments will be used to provide students with progressive feedback on their learning.
- Summative assessment will be used to determine a student's level of knowledge and skill progressively and at the conclusion of a subject. It certifies the attainment of a standard and is used as the basis for progression in a course.

Students are informed about assessment design, criteria, and expected standards through clearly articulated subject outlines provided at the beginning of each study period. These outlines reflect approved Assessment strategies developed and reviewed in accordance with the *Course and Subject Development and Review Policy*.

Assessment Strategy

Assessment strategies should be designed with consideration of the progression of learning across the course and the development of graduate capabilities over time.

Each subject will have an assessment strategy that specifies the required assessment tasks and how they support learning outcomes.

The Assessment strategy for each subject must:

- be explicitly aligned with subject and course learning outcomes.
- be clearly explained in subject outlines with weightings, week the assessment is due, and criteria.
- reflect a variety of formats, including written, oral, digital, and practical components, where relevant.
- include clear marking criteria
- be designed with consideration for authenticity and industry application.
- support flexible and diverse learner needs, where possible, without compromising academic standards.

The assessment strategy must consider the role of artificial intelligence and other AI-enabled technologies in both the design and completion of assessment tasks.

Subject outlines must specify:

- the authorised and unauthorised use of artificial intelligence and other AI-enabled technologies for each assessment task;
- any declaration, acknowledgement or referencing requirements relating to the use of artificial intelligence; and

- any assessment-specific conditions or restrictions applicable to the use of artificial intelligence, consistent with the *Integrity and Misconduct Policy*.

Students are responsible for complying with the assessment requirements specified for each subject, including any limits, permissions, referencing expectations and conditions relating to the authorised use of artificial intelligence.

Assessment Integrity and Verification

Assessment may incorporate verification activities to confirm student authorship and assessment security measures to confirm authorship and achievement of Subject Learning Outcomes.

Verification methods may include oral, authenticated, secure or other assessment approaches. The selection of verification activities and assessment security measures must be proportionate to the assessment purpose and appropriate to the Subject Learning Outcomes, AQF level, mode of delivery, and any professional accreditation requirements.

Assessment Events

The following principles apply to assessment events:

- Each subject will contain at least two assessment events constructed in a form and conducted in a manner appropriate to the subject and student cohort.
- For certain subjects, assessment events incorporating appropriate assessment security measures must comprise 50% of the total available grade to meet professional accreditation requirements.
- Each assessment event should have a value of no more than 60% or no less than 10% of the total available grade.
- Early assessment events should be used as a basis for the development of early intervention programs.

Variations to this general pattern may be approved by the Teaching and Learning Committee, the Grade Ratification and Assessment Committee, or the Head of Academic Content Development and/or the Senior Manager Academic Standards and Integrity as required to confirm that assessment events are appropriate to the subject and the learning outcomes.

Assessment and Marking Criteria

Marking an assessment will be conducted in accordance with the marking criteria, documented in a Criteria Based Marking Guide, rubric or other approved marking instrument and provided to students in assessment instructions available in the LMS at the beginning of the study period. Kaplan uses a criterion-based approach to assessment where students are assessed against pre-determined criteria and expected standards.

To limit variances in the marking of qualitative assessments that emerge due to the subjective nature of their design, Kaplan performs periodic grade calibration exercises with its teaching staff. These are supplemented by thorough cohort-based analyses and grade moderation practices that additionally serve as quality assurance measures in the fair and equitable assessment of students.

Feedback to Students

Constructive feedback is provided to students within 14 calendar days throughout the study period and assessment process. Methods of providing feedback in the formative stages of learning may include:

- self-assessment exercises and learning activities throughout the Subject material.
- summaries that check a student's progress.
- individual feedback on a student's assessment.

- modified answer guides provided to the cohort in the form of a summary sheet.

Feedback following summative assessment must provide students with sufficient information to act on any identified competency or learning gaps.

Learning Support

Strategies to support students through their learning and assessment are provided by Kaplan. Some of the methods available to students, depending on the course they are enrolled in, may include:

- access to staff through discussion forums and other online formats.
- online study environments that provide a range of resources and information to assist students in their studies, such as case studies, websites, library resources and databases
- opportunity to practice and acquire skills and knowledge through self-assessment items and other resources.
- support staff who can assist students with specific study needs such as special consideration, reasonable adjustment, basic literacy, numeracy or English.

Accessibility Requirements or Special Circumstances

Students with accessibility requirements such as a disability, medical condition or compassionate circumstances can access additional support for assessments. More information can be found on the Kaplan website, the *Reasonable Adjustment Policy*, and the *Equity and Inclusion Policy* regarding:

- Accessibility support services.
- Reasonable adjustment.
- Special consideration.
- Equity and inclusion

Academic Success and Early Intervention

Students are supported with assessments that are both formative and developmental to build students' skills and confidence. Where appropriate Kaplan may:

- make special provision for students to assist them to negotiate successfully the expectations underpinning any assessment.
- make use of academic staff in providing advice to students regarding assessment events or processes.
- monitor the assessment performance of students as a means of ensuring early intervention in cases where academic progress is not consistent with course expectations.
- identify levels of attrition in subjects and courses and implement specific practices to reduce attrition.
- offer support to students for any key assessment that has been given an initial grade of 'fail.'

Assessment Procedures, Rules and Regulations

Assessment Submission

Assessments must be submitted in accordance with the instructions and due dates provided in the LMS at the beginning of the study period.

Upon submission, students declare that the assessment is their own work, and that all sources have been appropriately acknowledged and referenced, including any authorised use of artificial intelligence.

Assessment submission indicates an understanding of the penalties for late submission and agreement to all relevant assessment conduct policies, including those relating to plagiarism and originality.

Assessments that are submitted on time will be marked and graded according to the associated marking rubric/s.

Assessment Extensions

Students can apply for a modification of a due date for an assessment through an approved application for special consideration as outlined in the *Reasonable Adjustment Policy*. An extension may only be granted for a maximum period of 7 calendar days, and all extension applications must be accompanied by appropriate supporting documentation. All extensions for a modified submission date need to be made in writing before the assessment submission due date. If the request for extension is due to an unexpected incident, it must be lodged within forty-eight (48) hours of the incident occurring.

Students applying for an extension through special consideration or who have had an application for reasonable adjustment granted, will not be able to submit outside of the given extension time. Assessments submitted outside of this timeframe may be subject to late submission penalties.

Late submission of Assessments

Assessments submitted beyond the due date, where an extension was not sought or granted, will result in an academic penalty. Penalties are imposed accordance with Table 1.

Table 1: Late Assessment Submission Penalties

Number of days late	Penalty
1* - 5 days	A deduction of 5% per day, to a maximum of 25%, deducted from the available marks.
After 5 days	Assessments submitted more than 5 calendar days after the due date will not be assessed and the student will receive a 'Fail' grade for the assessment(s), unless special consideration, reasonable adjustment or an alternative factor related to compassionate circumstances is approved and applied.

*Assignments submitted at any stage within the first 24 hours after the deadline will be considered to be one day late and therefore Subject to the associated penalty.

Late penalties do not apply to tasks and quiz assessments. Late completion of quizzes or late submission of tasks will result in a 'Fail' grade being applied for the assessment(s), unless special consideration, reasonable adjustment or an alternative factor related to compassionate circumstances is approved and applied.

Pass Requirements

Students must achieve a combined result from all assessment events of at least 50% to pass the subject.

If a student fails an individual assessment event, they will be eligible to continue in the subject and attain a pass grade in the subject, provided their combined result from all assessment events in the subject is 50% or above.

If a student does not pass a core subject, the student will be required to repeat the subject as per the scheduled delivery of the course including all assessment events and the payment of any associated fees. In

accordance with Kaplan's *Integrity and Misconduct Policy*, the student is not permitted to submit any previously submitted assessment items.

Assessment Review, Re-mark and Appeals

Kaplan has established processes for managing student queries regarding assessment results, including administrative reviews, re-marks, grievances, complaints and appeals. Assessment decisions and review processes will be conducted in accordance with the principles of procedural fairness and will be free from actual, perceived or potential conflicts of interest.

Administrative review

Students who believe an error has occurred in relation to an assessment result may request an administrative review. An administrative review considers whether an administrative or procedural error has occurred and does not involve reconsideration of academic judgement.

In the first instance, students should contact the Customer Experience team if they believe that there has been:

- a calculation error in the totalling of marks for an assessment
- questions, or parts of questions, that have not been marked in an assessment
- little or no feedback provided on the assessment.

This contact must occur within 3 to 5 calendar days following the release of the assessment result. A Customer Support Representative will direct the student to the appropriate review process. Kaplan will then undertake a review of the calculations or arrange for more comprehensive feedback regarding the marks awarded. There is no fee for this service.

Re-mark of Assessment

A re-mark is available where a student believes the academic judgement applied to an assessment is incorrect. A re-mark involves an independent academic review of the original assessment against the approved marking criteria and rubric.

Where a student believes their assessment has been marked incorrectly for reasons other than those listed above, they may apply to have that assessment re-marked once only. A fee for this service will apply. Current fees are published on the [Higher Education Fees & Allowances](#) page of the Kaplan Professional website. The student will not be charged if the assessment mark is revised up or down. If the assessment mark remains the same, the re-mark fee will apply.

The re-mark process is as follows:

- The student must complete the "Re-mark Request" form, available on the Kaplan website and submit the form accompanied by their justification for a re-mark, within five working days of the release of the assessment results. The student can only submit this request after viewing their result.
- Kaplan will arrange for an independent marker to re-mark the original assessment submitted.
 - If the original marking is accurate, the original mark allocation will stand, and the student will be informed of the re-mark outcome within 15 business days of the request being received.
 - If the original marking did not accurately reflect the result of the assessment, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that assessment. The student will be advised of the amended mark within 15 business days of the request being received.

- Where the original assessment is a computer-marked quiz, the re-mark process will involve a manual review of the response data to confirm marking accuracy.

Grievances and Complaints

Students who remain dissatisfied following an administrative review or re-mark, or who wish to raise concerns regarding the administration of an assessment, or the re-mark process (rather than the academic judgement applied) may lodge a grievance or complaint in accordance with the *Grievances, Complaints and Appeals Policy*.

Appeals

Appeals relating to assessment matters are managed in accordance with the *Grievances, Complaints and Appeals Policy*. Appeals consider whether the decision-making process was fair, reasonable and undertaken in accordance with Kaplan policy. Appeals do not involve a reassessment of academic judgement unless expressly provided for under the relevant policy.

Students should refer to the *Grievances, Complaints and Appeals Policy* for detailed information on the grievance, complaint and appeal processes, applicable timeframes and grounds for appeal.

Academic Misconduct

Kaplan maintains a strong commitment to academic integrity. Academic misconduct in any form is not tolerated and may include, but is not limited to, cheating, plagiarism, collusion, contract cheating, misuse of Gen AI, falsification of data, and any other action that gives a student an unfair academic advantage, as defined in the *Integrity and Misconduct Policy*.

All allegations of academic misconduct will be managed in accordance with the *Integrity and Misconduct Policy*. Proven cases may result in penalties ranging from a warning or resubmission of work through to failure of the assessment task, failure of the subject, or exclusion from the course or institution, depending on the severity of the breach.

Internal Results Moderation and Grade Ratification

The Grade Ratification and Assessment Committee is a Sub-Committee of the Academic Board. This Committee has oversight over Kaplan's academic and operational procedures for the development and facilitation of assessment.

Following completion of marking, and prior to their release, final results for each subject are reviewed by this Committee. The Committee will compare the results with previous equivalent subject results (including the mean and pass rate) and may accept the results, order a review, or appropriately scale the assessment marks. Where patterns such as unusually high failure rates or atypical grade distributions are identified, the Committee may initiate additional moderation or review to confirm that assessment design, marking, and standards remain fair, reliable, and appropriately aligned with the intended learning outcomes.

Outcomes arising from moderation, grade ratification, student feedback, appeals, complaints and academic misconduct will be analysed to identify systemic issues and inform continuous improvement of assessment design.

External Moderation of Grades

Kaplan may engage external moderators to review a reasonable sample of marked assessments. The external moderation will be conducted to review the quality and appropriateness of the grades awarded by Kaplan.

Provision of Assessment Results

Results for formative assessment events are normally available between 14 to 29 calendar days after the event due date. Final results are generally available 29 calendar days after the final assessment event due date.

To maintain student confidentiality and compliance with privacy legislation, assessment results will not be released over the telephone, by email or to another party without the student's written permission, in accordance with the *Privacy Policy*.

Assessment Results

Subject results on student records and transcripts will be recorded as grades and reported as follows:

Table 2: Final assessment grades

Mark	Grade	% range	Standards
85 – 100	High Distinction	85 – 100%	Demonstrates an exceptional level of achievement in relation to the learning outcomes. The work shows outstanding research skills and analytical skills, sophisticated synthesis and evaluation of ideas, and a high level of originality and insight.
75 – 84	Distinction	75 – 84 %	Demonstrates a high level of achievement in relation to the learning outcomes. The work shows strong research and analytical skills, effective synthesis and evaluation of ideas, and evidence of originality.
65 – 74	Credit	65 – 74%	Demonstrates a good level of understanding and achievement in relation to the learning outcomes. The work shows competent research and analytical skills, clear understanding and application of concepts, and some evidence of synthesis and originality.
50 – 64	Pass	50 – 64%	Learning requirements have been met at a basic, satisfactory or competent level. The student work is of sufficient quality to enable them to progress further in their studies.
0 – 49	F	0 – 49%	Learning requirements specified in the subject outline have not been met. This result also applies where a student is awarded a fail grade in a subject as a result of misconduct.
Absent Fail	AF		Indicates that a student did not submit or sit any assessment Events for a subject and the student did not formally withdraw from or defer the subject.
Deferred	D		A temporary result indicating that a student has been prevented from completing an assessment through illness or exceptional circumstances and a formal application for special consideration has been approved. Deferred subjects should be attempted within 12 months. Failure to finalise a deferred grade within 12 months may lead to a grade of Absent Fail being awarded for the subject.

Withdrawn no Penalty	WNP		Indicates that a student has been withdrawn from the subject with no academic penalty incurred.
Withdrawn Fail	WF		Indicates that a student has formally notified Kaplan of their withdrawal from a subject after the census date* and prior to the final day of teaching.
Advanced Standing	AS		Indicates that a student has achieved the assessment requirements for the subject through previous study or through mutual recognition.
Exempt**	E**		Indicates that a student has achieved the assessment requirements for the subject through the previous study or through mutual recognition.

* Census dates may vary. Please check the Kaplan website for more details or contact Kaplan Professional

** An Exempt result will only be published on transcripts and records for subjects completed prior to September 2019.

Guidelines for Releasing Student Marks

Each study period has a designated results release date, approved annually by the Kaplan Academic Board. The results publication date shall be no less than 7 calendar days and no more than 30 calendar days from the designated end date for the study period. Final results for subjects taught in the study period shall be released on the results publication date.

Where a student is required by Kaplan to complete the Academic Integrity module as a result of a breach of the *Integrity and Misconduct Policy*, the final result for the subject in question will be withheld for one study period, pending completion of the Academic Integrity module. If the student fails to complete module within the specified timeframe, a formal academic integrity warning may be issued. Subsequent breaches may result in the application of more serious penalties.

Students are entitled to access raw and adjusted marks for their assessments for a period of up to six months from the date results are released. Any complaints or appeals must be within the guidelines specified in the *Grievances, Complaints and Appeals Policy*.

Rights and Responsibilities

Students have a right to:

- be informed of all aspects of assessment policies and practices
- consistent application of policies and practices
- the timely return of their results
- sufficient feedback that aids their clarity and strengthens their understanding
- information which allows them to calibrate their performance against the criteria for each Subject
- review their assessment papers for the duration of the assessment retention period
- have access to their student file and any other documents relating to the assessment
- lodge a complaint or appeal against an academic decision in accordance with the applicable timeframes and processes.

Students have a responsibility to:

- behave ethically and appropriately, avoiding any action or behaviour which would unfairly disadvantage or advantage themselves or another student, or put Kaplan at risk
- be aware of the rules of progression for each subject and course and the requirements for the award
- be aware of and abide by any education policies available on the website (including assessment, progression, academic integrity and misconduct and grievances, complaints and appeals)
- be aware of the means for seeking assistance and to notify Kaplan as early as possible if difficulties arise with the timing or other requirements of assessment events
- be aware of any requirements, including timetables for assessment events
- submit assessment items in English and on time, including a declaration that the assignment is their own work and that they are aware of the requirements relating to academic integrity.
- comply with assessment requirements, including declaring the use of Gen AI where required, maintaining the confidentiality and integrity of assessment materials, and adhering to any assessment security requirements.
- advise Kaplan of any substantial absence and be aware of the appropriate use of medical and other certificates in applications for special consideration.

Kaplan has a responsibility to uphold that:

- all policies are explicit and consistently applied
- assessment practices are explicit, fair, transparent and consistent across the institution and are available to staff and students
- assessment design promotes assessment integrity through authentic assessment practices, appropriate management of assessment integrity risks, and clear and consistent instructions regarding the authorised use of artificial intelligence
- information on assessment type, weighting and the due week is available to students at the beginning of each study period
- resources and professional development opportunities are available to provide staff and practitioners with access to information and expertise on the theory and practice of assessment
- formative and summative feedback is available to students within 14 calendar days from the official date of submission
- assessment events reflect the learning outcomes of the subject, the outcomes of the course and the generic attributes of graduates as aligned to the AQF level of the associated course
- assessments are held for a minimum of 12 months from the date on which the grade decision was made
- any scaling or adjusting of marks is undertaken in tightly controlled and documented moderation processes so that students are assessed equitably
- students' privacy is maintained in relation to any matters relating to assessment and applied in accordance with the Kaplan *Privacy Policy*
- internal disclosures of results or personal information will only occur where there is a legitimate need to know, and access is required for staff to perform their official duties.
- external disclosures of a student's results or personal information will not be made without the student's explicit consent, unless required by law.

Relevant Legislation

As a registered institute of higher education, Kaplan operates under strict laws and regulations. Policies and procedures are in place to maintain compliance with the legislative instruments referenced below:

- Australian Qualifications Framework (AQF) 2013
- Disability Discrimination Act 1992
- Disability Standards for Education 2005
- Higher Education Standards Framework 2021
- Privacy Act
- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)

Related Policies

This policy should be read in conjunction with the following:

- Integrity and Misconduct Policy
- Course and Subject Development and Review Policy
- Digital Use and Conduct Policy
- Equity and Inclusion Policy
- Grievances, Complaints and Appeals Policy
- Learning Facilities and Resources Policy
- Privacy Policy
- Progression Policy
- Reasonable Adjustment Policy
- Recording Storage and Use Policy
- Student Record Management Policy

Version Control and Accountable Officers

It is the joint responsibility of the Responsible Officer and Implementation Officer(s) to maintain compliance with this policy.

Policy Category		Academic		
Responsible Officer		Vice President, Academic		
Implementation Officer(s)		Head of Academic Content Development, Senior Manager Academic Standards and Integrity		
Review Due Date		December 2028		
Approved by:				
KHE Academic Board				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
1.0	Quality & Standards Group	Unpacking of one document into existing document	01.01.2014	01.01.2014
1.1	Quality & Standards Group	Format and wording changes to align across all businesses	10.04.2015	10.04.2015

1.2	Academic Quality and Governance Team	Clarification of calculators approved for use in examinations.	10.03.2016	17.03.2016
1.3	Academic Quality and Governance Team	- Addition of words that permit assessment hurdles in some Subjects requiring students to attempt all assessment hurdles in order to gain a pass mark. <i>Vice President, Academic administrative change:</i> - Meaning of Deferred grade status updated to align with Changes to Enrolment Policy, which states a deferral can last up to 12 months. - Clarification that failure to resolve a deferred grade may lead to an Absent Fail grade. - Removal of Incomplete grade to align with KHE operations.	01.09.2016 12.09.2016	15.09.2016
1.4	Academic Quality and Governance Team	- The section on late submission has been updated to clarify what the process is and what the penalties are. - Minor grammatical errors were also corrected.	01.03.2018	09.03.2018
1.5	Quality, Regulation and Standards Team	Special consideration notification timeframe updated to 48hrs to align to late submission section and application form.	19.12.2018	19.12.2018
1.6	Quality, Regulation and Standards Team	Special consideration criteria updated to include increased workload.	07.05.2019	09.05.2019
1.7	KHE Quality Assurance in collaboration with the Quality, Regulations and Standards Team	- Addition of Advanced Standing to the assessment Results table - Footnote added for Exempt result on assessment Results table	05.09.2019	09.09.2019
1.8	KHE Compliance and Quality Assurance	Addition of External Moderation of grades section	01.11.2019	04.11.2019
2.0	Quality, Regulations and Standards Team	<u>Full Review:</u> - Policy statement added - Removed reference to formative and summative assessments and replaced with information on the quality of assessments under 'Assessment Principles' - Removed information on special considerations, Reasonable Adjustments and access and equity and replaced with reference to additional support being made available on the website. - Removed the section on Examination Rules and Regulations to be provided in the Code of Practice. - Removed information on Grade Point Average	26.03.2020	15.04.2020

		Reviewed and updated information for relevant legislation and related policies.		
2.1	Quality, Regulations and Standards Team	- Addition of new definition for 'Assessment Events' - Amendment to definition of 'Withdrawn no Penalty'	02.12.2020	15.02.2021
2.2	Quality, Regulations and Standards Team	Addition of Academic Integrity module completion requirements	17.06.2021	28.06.2021
2.3	Quality, Regulations and Standards Team	- Update provider category to <i>Institute of Higher Education</i> - Update role titles.	N/A	13/07/2021
2.4	Quality, Regulations and Standards Team	- Updated 'Definitions' section. - Addition of 'Assessment Strategy' section including approach to Gen AI. - Addition of student declaration at 'Assessment submission' - Addition of heading 'Assessment extensions' - Update of 'Late submission of Assessments' to include penalty timeframes - Updated 'Review of Assessments' section - Addition of 'Academic misconduct' section with reference to relevant penalties - Updated 'Viewing Assessments' section - Removal of references to examinations - Update of 'Relevant legislation'	02.12.2025	08.12.2025
2.5	Quality, Regulations and Standards Team	Updated feedback and result release timeframes	04.03.2026	05.03.2026
3.0	Quality Regulation and Standards team	- Alignment with the Integrity and Misconduct Policy and Grievances, Complaints and Appeals Policy - Added assessment integrity and assessment provisions - Updated Gen AI requirements and clarification of assessment review processes - Updated definitions for assessment integrity, security, authentic assessment, calibration, moderation, marking criteria, reasonable adjustment and special consideration - Minor formatting and role title updates	17.09.2026	25.09.2026