

Assessment Policy

Kaplan Higher Education Pty Ltd.

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.

Scope

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

Purpose

The purpose of the Assessment Policy is to:

- Outline the principles that underpin the approach to the development and implementation of assessment for Kaplan courses.
- Establish the responsibilities and obligations of Kaplan staff, contractors and students in relation to assessment.
- Set out the procedures, rules and regulations governing assessment.

Definitions and Purpose of Assessment

Assessment

Assessment is a systematic process for facilitating and evaluating student learning. The process includes the design, development and implementation of assessment tasks, 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 moderation

The moderation of assessments includes quality assurance processes and activities that are designed to ensure that assessment judgements are decided upon in a consistent, fair and equitable manner and in accordance with the requirements of the assessment policy.

Formative assessment

Formative assessments are 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.

Summative assessment

Summative assessments are 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.

Learning outcomes

Learning outcomes are 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

Assessment Principles

Quality in assessment practices will ensure that appropriate standards and a rigorous set of procedures are in place and integral to all subjects and courses. Assessment is dependent on:

- (i) the proper exercise of standards-based professional judgement on the part of assessors;
- (ii) systematic moderation to ensure that assessment of learning is consistent and rigorous across tutors and lecturers;
- (iii) ongoing provision of feedback to students; and
- (iv) timely reporting of marks and grades.

The following information provides details of the stages of the assessment process. These stages are provided to facilitate the design, development and implementation of assessment.

Designing the Assessment

Assessment Design and Development Standards

The following standards underpin the development of assessment strategies:

1. Assessment will comply with the principles of fairness, validity, reliability, flexibility, authenticity, transparency and consistency.
2. Assessment will be inclusive and equitable, as far as possible without compromising academic standards and will ensure that assessment tasks and procedures do not disadvantage any group or individual.
3. Assessment will involve the evaluation of sufficient evidence to enable judgments to be made about whether the subject learning outcomes and related course outcomes have been achieved and able to be measured against the set standards or criteria.
4. 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.
5. Assessment will comply with the assessment requirements specified in the Australian Qualifications Framework guidelines, will lead to the issuing of a qualification and will be completed in English.
6. Final assessment results will be validated by the Grade Ratification and Assessment Committee.
7. 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. This may include the assessment tasks and processes including times of submission, the penalties for late submission and the procedures for reassessment and appeals of assessment results. This information will be provided at the beginning of



each study period in the subject room within the student Learning Management System.

8. Formative assessments will be used to provide students with progressive feedback on their learning!
9. Summative assessments 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.

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, an invigilated assessment event must form 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 Teaching and Learning and/or the Academic Dean as required to ensure that assessment events are appropriate to the subject and the learning outcomes.

Marking and assessment criteria

Marking an assessment will be conducted in accordance with the marking rubrics, which are provided in the assessment outlines available online at the beginning of the study period. Kaplan uses a criterion-based referencing approach to assessment where students are assessed against a pre-determined set of criteria.

Feedback to students

Constructive feedback is provided to students within fourteen (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.

Student Learning Support

Strategies to support students through their learning and assessment are provided. 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 practise 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 considerations, reasonable adjustments, basic literacy, numeracy or English.

Students with 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 regarding:

- Special Considerations.
- Reasonable Adjustments.
- Access and Equity.

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 tasks 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 identified in the Learning Management System as an "Assignment", "Task" or "Analysis Task" must be submitted in accordance with the instructions provided at the beginning of the study period.

Details of the assessment due dates for a subject are made available to students at the beginning of the study period within the Learning Management System.

Assessments that are submitted on time will be marked and graded according to the marking rubrics.

Late submission of assessments

Students can apply for a modification of a due date for an assessment task through an approved application for special consideration. An extension may only be granted for a maximum period of seven (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 assignment submission due date. If the request for extension is due to an unexpected incident, it must be lodged with and within forty-eight (48) hours of the relevant 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 penalties.

If an extension is not sought or granted, and the assessment is submitted beyond the due date, this may result in an academic penalty.

Examination Schedules, Rules and Regulations

Examinations are held in accordance with the examination timetable and are scheduled to ensure that a student's



academic demands are taken into consideration.

No student will be required to sit more than two examinations in one day.

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 items and the payment of any associated fees. In accordance with Kaplan's *Academic Integrity and Conduct Policy*, the student is not permitted to submit any previously submitted assessment items.

Review of Assessments

Students who require a review of assessments and will have any grievances or appeals about their assessments, should contact their Student Advisor in the first instance. The Student Advisor will direct the student to the appropriate process and application forms which are available on the Kaplan website.

The student must submit an application for review of assessment within three (3) to five (5) working days following the release of the assessment result.

For more information, please refer to Kaplan's "*Grievances, Complaints and Appeals Handling Policy*".

Internal Results Moderation and Grade Ratification

The Grade Ratification and Assessment Committee is a Sub-Committee of the Academic Board. This Committee ensures that Kaplan has adequate academic and operational procedures in place for the development and facilitation of examination and assessment procedures. 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.

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 fourteen (14) calendar days to twenty-eight (28) calendar days after the event due date. Final results are generally available twenty-eight (28) calendar days after the final assessment event due date.

To ensure 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. A copy of the Privacy Policy on the Kaplan website.

Assessment Results

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

Table 1: Final assessment grades

Mark	Grade	% range	Standards
85 – 100	High Distinction	85-100%	The student is above the specified learning requirements for a Distinction grade and demonstrates exceptional research skills and an exceptional ability to synthesise, evaluate and integrate knowledge and demonstrates originality
75 – 84	Distinction	75 – 84 %	The student is above the specified learning requirements for a Credit grade and demonstrates distinctive research skills and a distinctive ability to synthesise, evaluate and integrate knowledge and demonstrates originality
65 – 74	Credit	65 – 74%	The student is above the specified learning requirements for a Pass grade, has very good research skills, and has the ability to analyse and apply skills and concepts. The student has some ability to synthesise, evaluate and integrate knowledge and demonstrates 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 formally notified Kaplan of their withdrawal from a subject prior to the census date*.
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 relevant 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**

Viewing Examination Papers

Students may view their marked examination papers under supervision up to twenty-eight (28) calendar days after the results have been released. Requests to view examination papers should be made separately in writing to Kaplan within seven (7) calendar days of the release of results., students are not permitted to copy the examination paper or remove it from the premises.

Guidelines for Releasing Student Marks

Each study period shall have a designated Results Publication Date which is approved by the Kaplan Academic Board for each calendar year. The Results Publication Date shall be no less than seven (7) calendar days and no more than twenty-eight (28) calendar days from the designated end date for the study period. The results for subjects taught in the Study Period shall be released on the Results Publication Date for that study period.

Students are entitled to access raw and adjusted marks for their assessments for a period of up to six (6) months from the date results are released. Any appeals must be within the guidelines specified in the Kaplan *Grievances, Complaints and Appeals Handling 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 the results with appropriate feedback.
- 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.
- appeal against academic decisions during the appeal period.

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 the requirements for the award.
- be aware of and abide by any education policies available on the website (including assessment, progression, academic integrity and conduct and grievances, complaints and appeals).
- be aware of the means for seeking assistance within Kaplan and to notify Kaplan as early as possible if difficulties arise with the timing or other requirements of assessments tasks.
- be aware of any requirements, including timetables, for examinations and other assessments tasks.
- submit assessment items on time, including a declaration that the assignment is their own work and that they are aware of the requirements relating to collusion and plagiarism.
- 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 ensure that:

- academic policies are explicit and consistently applied.
- assessment practices are explicit, fair, transparent and consistent across the institution and are available to staff and students.
- information on assessment type, weighting and the due week is available to students at the beginning of each study period.
- resources are available to provide staff and practitioners with access to information and expertise on the theory and practice of assessment.



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- formative and summative feedback is available to students within fourteen (14) calendar days from the official date of submission.
 - assessments tasks reflect the relevant learning outcomes of the subject, the outcomes of the course and the generic attributes of graduates as aligned to the Australian Qualifications Framework (AQF) level of the associated course.
 - examinations and other forms of assessments are held for a minimum of twelve (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
 - students' privacy is maintained in relation to any matters relating to assessment and applied in accordance with the Kaplan Privacy Policy.
 - Kaplan will not internally discuss results or disclose personal information about students to anyone who does not have a legitimate right and need to have access to the information in order to carry out their duties.
 - Kaplan will not externally discuss results or disclose personal information about a student without the student's express permission.

Relevant Legislation and Policies

As a registered provider, Kaplan operates under strict laws and regulations. Policies and procedures are in place to ensure compliance with such laws.

Relevant legislation, policies and procedures which apply to this policy include:

- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) <https://www.legislation.gov.au/Details/C2019C00324>
- Higher Education Standards Framework 2015 <https://www.legislation.gov.au/Details/F2015L01639>
- Australian Qualifications Framework <https://www.aqf.edu.au/>
- Privacy Act <https://www.legislation.gov.au/Details/C2020C00025>
- Disability Discrimination Act 1992 <https://www.legislation.gov.au/Details/C2018C00125>
- Disability Standards for Education 2005 <https://www.legislation.gov.au/Details/F2005L00767>

Other Kaplan policies associated with this policy currently to be found at:

<https://www.kaplanprofessional.edu.au/faqs/studentpolicies/>

- Academic Integrity and Conduct Policy
- Code of Practice
- Course and Subject Development and Review Policy
- Diversity, Inclusion and Equity Policy
- Grievances, Complaints and Appeals Handling Policy
- Learning Facilities and Resources Policy
- Progression Policy
- Reasonable Adjustment Policy
- Student Record Management Policy
- Privacy Policy

Version Control and Accountable Officers

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

Policy Category	Academic			
Responsible Officer	Vice President, Academic			
Implementation Officer(s)	Head of Teaching and Learning and Academic Dean			
Review Due Date	March 2023			
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	<ul style="list-style-type: none"> Addition of words that permit assessment hurdles in some subjects requiring students to attempt all assessment hurdles in order to gain a pass mark. <p><i>Vice President, Academic administrative change:</i></p> <ul style="list-style-type: none"> 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. 	1.09.2016 12.09.2016	15.09.2016
1.4	Academic Quality and Governance Team	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Special consideration criteria updated to include increased workload. 	7.05.2019	9.05.2019
1.7	KHE Quality Assurance in collaboration with the Quality, Regulations and Standards Team	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Addition of External moderation of grades section 	01.11.2019	04.11.2019



2.0	Quality, Regulations and Standards Team in collaboration with the team at Kaplan Professional	Policy review. <ul style="list-style-type: none">• Included a policy statement• Expanded on the ‘Scope’ of the policy to include broader application of the policy• Reviewed, updated and expanded on ‘Definitions’• Removed reference to formative and summative assessments and replaced with information on the quality of assessments under ‘Assessment Principles’.• Included the role of the T&LC, Head of Teaching and Learning and the Academic Dean for approval of assessment events.• 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 being considered to be more procedural rather than policy information.• Reviewed and updated information for relevant legislation and related policies.• Reviewed and updated information for Implementation Officers.	26.03.2020	15.04.2020
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