

Assessment Policy

Purpose

1. This Policy outlines the principles for assuring the quality and suitability of student assessment for Global Higher Education (GHE) higher education courses in accordance with the *Higher Education Framework (Threshold Standards) 2021*.

Scope

2. This Policy applies to:
 - a) all higher education courses delivered by GHE;
 - b) all students;
 - c) all academic staff and members of governance committees.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at <https://www.globalhe.edu.au/policy>

Suite documents

4. This Policy is linked to the following suite documents:
 - a) Assessment Procedure;
 - b) Assessment Procedure: Schedule One: GHE Grading System;
 - c) Assessment Procedure: Schedule Two: Student Assessment and Examination.

Policy

Principle 1: Assessment design takes a whole of course approach.

5. Assessment aligns with the intended course and unit learning outcomes and shapes learning and teaching activities.
6. A variety of assessment tasks are used across a course.
7. Assessment design encourages time and effort on challenging and deep learning tasks.
8. Assessment includes formative and summative assessments that are woven together in tasks completed during the Study Period.
9. Assessment wherever possible is approached through problem-based, authentic, and real-world tasks and demonstrably relevant to professional practice.
10. Assessment encourages interaction and dialogue around learning and enables a deep approach to learning.
11. Assessment is designed to facilitate the practice and monitoring of academic integrity.

Principle 2: Assessment practices are fair, inclusive and equitable.

12. Assessment practices are inclusive, fair and equitable for all students irrespective of their background, entry pathway, mode or place of study.
13. Assessment tasks are written in simple, clear and plain English.
14. Assessment workloads are manageable for students and staff.

Principle 3: Assessment incorporates high quality feedback.

15. Assessment provides opportunities for students to act on formative feedback.
16. All units of study will include a formative assessment task to enable early identification of support needs.
17. Feedback is timely, clear, constructive, and respectful.
18. Feedback guides students to judge and improve the quality of their learning and work.

Principle 4: Assessment is criterion and standards-based.

19. Assessment is based on pre-determined, clearly articulated criteria and standards specified to align with learning outcomes.
20. Assessment requirements are clearly communicated to students to enable them to understand and complete their assessment tasks to the standard required.
21. Assessment is evaluated on students' achievement against set criteria and standards.
22. Assessment is valid and reliable.
23. Standards-based assessment is developed with close consideration of subject-based discipline standards and professional accreditation requirements.

Principle 5: Assessment is benchmarked, moderated, reviewed and continuously improved.

24. Assessment tasks and learning outcomes are moderated and peer reviewed to continuously improve practice.
25. Peer review of assessment ensures course and unit learning outcomes are aligned.
26. External benchmarking of assessment ensures consistency with the Australian Qualifications Framework (AQF) level and field of education of the qualification awarded and uses national and international comparators.
27. Assessment is continuously improved in line with evidence-based learning and teaching practice.

Associated information

Related Internal Documents	<p>Assessment Procedure Academic Progress Policy Course Design Policy Course Development, Approval, Amendment and Discontinuation Policy Quality Assurance Policy Student Academic Integrity and Academic Misconduct Policy Student Complaints, Grievances and Appeals Policy Student Disability Policy Student Diversity and Equity Policy Work-Integrated Learning Placement Policy Glossary of Terms</p>
Related Legislation, Standards and Codes	<p><i>Tertiary Education Quality and Standards Agency Act 2011</i> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> TEQSA Guidance Note: Course Design (including Learning Outcomes and Assessment), Version 1.3 <i>Education Services for Overseas Students (ESOS) Act 2000</i> <i>National Code of Practice for Providers of Education and Training to Overseas Students 2018</i> <i>Disability Standards for Education 2005</i></p>
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Change history

Version Control	Version 1.2	
Change Summary	22-Jan-20	V1.0 Draft considered by Academic Board (AB) 7-Feb-20 with major revisions requested
	7-Jul-20	V1.1 Revised draft approved by AB 7-Jul-20 incorporating requested revisions, editorials and administrative updates endorsed by the Board of Directors with administrative updates
	9-Oct-23	V1.2 administrative updates following TEQSA registration

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