

# Assessment Policy

## Scope

This policy applies to all students, staff and others associated with, or contracted by, Kaplan Business School Pty Ltd who are responsible for assessments.

## Purpose

The purpose of the Assessment Policy is to:

- outline the principles that underpin the approach to the design, development and implementation of assessment for its courses
- establish the responsibilities and obligations of Kaplan and their students in relation to assessment
- set out the procedures, rules and regulations governing assessment.

## Definition and Purpose of 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.

The purpose of assessment is both to facilitate and certify the achievement of specified learning outcomes. Assessment is integral to the curriculum as it drives approaches to student learning and achievement.

## Assessment Principles

Quality in assessment practices will ensure that appropriate standards and rigour exist in all subjects and courses. Assessment is dependent on the proper exercise of professional judgement on the part of assessors, and proper moderation to test that good learning is being professionally assessed and occurring.

The following information provides details of the principles that shape assessment design, development and implementation.

## *Assessment Design and Development Standards*

The following standards underpin the design and development of assessment strategies.

1. Assessment will comply with the principles of fairness, equity, validity, reliability, flexibility, authenticity and sufficiency.
2. 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.
3. 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 generic attributes of a graduate.
4. Assessment will comply with the assessment requirements specified in the Australian Qualifications Framework (AQF) guidelines, will lead to the issuing of a qualification, and will be completed in English.
5. Final assessment results will be validated by the Grade Ratification and Assessment Committee.
6. Students will be provided with information about the assessment process, the context and purpose of the assessment tasks, the penalties for late submission and the procedures for reassessment and appeals of assessment results, at the beginning of each teaching period.
7. Formative assessment will be used to provide students with progressive feedback on their learning to enable improved performance on current or subsequent tasks.
8. 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.

### ***Assessment Instruments***

Assessment instruments, which may include examinations, in-class tests, written papers, presentations, participation, quizzes, simulations, journals, group work, discussion forum contributions etc., will be designed and developed:

- to reflect the integration and application of skills, knowledge and attitudes required for the learning outcomes being assessed;
- to ensure that students have an equitable opportunity to demonstrate their level of achievement in relation to the purpose of the subject;
- to ensure they are appropriate for the Australian Qualifications Framework (AQF) level of the course.

### ***Assessment Events***

The following principles apply to assessment events:

- each subject will contain at least three assessment events constructed in a form and conducted in a manner appropriate to the subject and student cohort;
- for certain subjects, invigilated assessments must form a minimum of 50% of the total available grade to meet professional requirements;
- each assessment event should have a value of no more than 40%;
- in the first subjects of a course, 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 Academic Directors and Academic Dean, as required to ensure that assessment events are appropriate to the subject and the learning outcomes.

### ***Assignments***

Where an assignment has been used in assessment, it should:

- stimulate the student's interests in the subject;
- gauge the student's level of understanding of the subject content;
- establish a correlation between theories, practice and the student's experiences.

### ***Examinations***

Examinations will vary in length and type and may be a combination of short answer or essay type questions, or multiple choice questions. No examination will be longer than 3 hours.

Final grades are awarded in accordance with the standardized grading systems. In marking examinations, the assessor will consider the following:

- relevance of the answer to the question or task set;
- logical planning and sequence;
- overall presentation, including correct grammar, spelling and punctuation;
- comprehensive coverage reflecting mastery of set readings and text;

- demonstrated capacity to relate theory to practice.

### ***Assessment Criteria and Marking***

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 trimester. 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 in a timely manner throughout the trimester 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 process
- 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 (e.g. case studies, websites, library resources, 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 considerations, reasonable adjustments, basic literacy, numeracy or English.

### ***Academic Success and Early Intervention***

Students enrolled in designated first year subjects are supported with assessment that is both formative and developmental to build students' skills and confidence. As such, Kaplan will endeavour to:

- make special provision for students in their first year of study to assist them to negotiate successfully the expectations underpinning any assessment task;
- make use of academic skills development staff in teaching students approaches to assessment tasks;
- monitor the assessment performance of first year 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 in those subjects;
- offer support to any students on any key assessment task that has been given an initial grade of 'fail'.

## ***Students with Special Needs or Circumstances***

Students with special needs such as a disability, medical condition or compassionate circumstances can access additional support for assessments. More information can be found on the Kaplan website (<https://www.kbs.edu.au/current-students/school-policies/>) regarding:

- Special Considerations
- Reasonable Adjustments
- Access and Equity

## **Rights and Responsibilities**

### ***Students have the 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 the responsibility to:***

- behave ethically and appropriately, avoiding any action or behavior which would unfairly disadvantage or advantage 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 as well as complaints and appeals processes);
- be aware of the means for seeking assistance within Kaplan and to notify their lecturer as early as possible if difficulties arise with the timing or other requirements of assessment tasks;
- be aware of any requirements, including timetables, for examinations and other assessment tasks;
- submit assessment items on time;
- 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, such as those contained in the subject outlines and especially those specified in the assessment briefs, are explicit, fair, transparent and consistent across the institution and are available to staff and students;
- information on assessment type, weighting and due week is available to students at the beginning of each

study period;

- resources are available to provide staff with access to information and expertise on the theory and practice of assessment;
- formative and summative feedback is available to students in a timely manner;
- assessment 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 summative assessments are held for a minimum of two (2) years from the date a student ceases to be enrolled with Kaplan;
- any scaling or adjusting of marks is undertaken in tightly controlled and documented moderation processes to ensure students across all campuses are assessed equitably;
- students' privacy is maintained in relation to any matters relating to assessment and applied as per Kaplan's Privacy Policy.

## Assessment Procedures, Rules and Regulations

### Assignment Submissions

Assignments must be submitted in accordance with the instructions provided at the beginning of the study period. Assignments that are submitted on time will be marked and graded according to the marking rubrics.

### Late Submission of Assignments

Penalties will be imposed on late assignment submissions in accordance with Table 1 unless approval in advance has been granted.

**Table 1: Late assignment submission penalties**

Number of days late	Penalty
1* - 9 days	5% per day for each calendar day late deducted from the total marks available.
10 - 14 days	50% deducted from the total marks available.
After 14 days	Assignments submitted more than 14 calendar days after the due date will not be accepted and the student will receive a mark of zero for the assignment(s).
Note	Notwithstanding the above penalty rules, assignments will also be given a mark of zero if they are submitted after assignments have been returned to students.

*\*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.*

### Examination Schedules, Rules and Regulations

Examinations are held in accordance with the exam timetable which also outlines the exam rules and regulations students are required to abide by.

No student will be required to sit more than two examinations in one day. Details of the assessment due dates for a subject are made available to students at the beginning of the study period.

## ***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 piece of assessment they will be eligible to continue in the subject and attain a pass 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.

## ***Review of Assessment***

Policies and procedures are implemented for dealing with queries that students may have about the marking of their assessments and any grievances and/or appeals that may result following this query.

In the first instance, students should contact their lecturer if they believe that there has been:

- a calculation error in the totaling 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 assignment (no feedback is provided for exams).

Kaplan will then complete a check of the calculations or arrange for more comprehensive feedback regarding the marks awarded. There is no fee for this service.

Where a student believes their assessment has been marked incorrectly (separate to those listed above), they may apply to have that assessment re-marked once only. A fee for this service will apply. The student will be eligible for a refund of the fee if the assessment mark is revised up. If the assessment mark remains the same or is revised down, the student will not be eligible for a refund. Students eligible for a refund must complete the 'Application for Refund/Credit Adjustment Form' available from the website.

The re-mark process is as follows:

- The student must submit a completed "Request for Assessment Re-Mark Form" available from the website to Student Services within 5 working days of the release of the assessment results. The student can only submit a 'Request for Assessment Re-Mark Form' after viewing the assessment in question.
- The student will be advised if the re-mark is approved within 5 working days of receipt of the 'Request for Assessment Re-Mark Form'.
- 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 ten (10) working days of the 'Request for Assessment Re-Mark Form' 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 ten (10) working days of the re-mark request form being received.
  - Where the original assessment is a 100% multiple-choice examination, the computer answer sheet will be manually re-marked.
- Students who wish to lodge a grievance about the re-mark process (not the academic judgement used in re-marking their assessment item) should refer to the "Complaints and Appeals Policy".

## ***Internal Results Moderation and Grade Ratification***

The Grade Ratification and Assessment Committee is a Sub-Committee of the Academic Board. This Sub-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.

### Provision of Assessment Results

Results for formative assessment events are normally available between two to four weeks after the event due date. Final results are generally available four weeks 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 is available from the website.

### 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	Standards
85 - 100	High Distinction	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 to demonstrate originality.
75 - 84	Distinction	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 to demonstrate originality.
65 - 74	Credit	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 to demonstrate originality.
50 - 64	Pass	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	Fail	Learning requirements specified in the Subject Outline have not been met. This result also applies where a student is awarded a fail 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 that the student did not formally withdraw from the subject.
Incomplete	I	Indicates that a student has not had a final grade determined because they have not completed all assessment tasks and has been granted an extension of time, or has been granted a Supplementary Examination or additional assessment. The grade must be finalised before the end of the following trimester.
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 finalised by the end of the next trimester in which the subject is offered.

Withdrawn - no fail	WNF	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.
Exempt	E	Indicates that a student has achieved the assessment requirements for the subject through previous study or through mutual recognition.

\* Census date may vary. Please check relevant website for more details or contact Kaplan Business School.

## Viewing Examination Papers

Students may view their marked examination papers under supervision up to four (4) weeks after the results have been released. Requests to view examination papers should be made separately in writing to Student Services within 5 working days of the release of results. Students **must not** copy the examination paper or remove it from the premises.

## 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.

Below, please find the most relevant legislation, policies and procedures which apply to this policy:

- Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)  
<https://www.legislation.gov.au/Details/C2017C00271>
- Higher Education Standards Framework 2015 <https://www.legislation.gov.au/Details/F2015L01639>
- Education Services for Overseas Students Act 2000 (ESOS Act 2000)  
<https://www.legislation.gov.au/Details/C2018C00210>
- Education Services for Overseas Students Regulations 2001  
<https://www.legislation.gov.au/Details/F2016C00681>
- National Code of Practice for Providers of Education and Training to Overseas Students 2018  
<https://www.legislation.gov.au/Details/F2017L01182>
- Australian Qualifications Framework <https://www.aqf.edu.au/>

Other Kaplan policies associated with this policy (to be found at following link: <https://www.kbs.edu.au/current-students/school-policies/>)

- Academic Success Policy
- Academic Integrity and Conduct Policy
- Code of Practice
- Course and Subject Development and Review Policy
- Learning Resources Policy
- Course Progress Monitoring Policy
- Attendance Monitoring Policy
- Reasonable Adjustment Guidelines and Processes
- Special Considerations Guidelines and Processes
- Access and Equity Policy
- Student Record Management Policy
- Complaints and Appeals Policy
- Privacy Policy



## Version Control and Accountable Officer(s)

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

<b>Policy Category</b>		Academic		
<b>Responsible Officer</b>		Vice President, Academic		
<b>Implementation Officer</b>		Academic Dean		
<b>Review Date</b>		June 2022		
<b>Approved by</b>				
Vice President Academic under a delegation from the KBS Academic Board				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved</b>	<b>Effective Date</b>
4.1	Academic Quality & Governance Team	Replaced content relating to Supplementary exams. Supplementary examinations will now be held as soon as possible after the initial examination and will normally be held the week following final examinations on the Friday and/ or Saturday.	23.09.2015	30.09.2015
4.2	Academic Quality & Governance Team	Introduced new content on Special Consideration processes pages 6-7 and Special Consideration application form and medical certificate appended to Policy.	03.12.2015	17.12.2015
4.3	Academic Quality & Governance Team	Amended late penalties to marks deducted from student's total marks for the assessment and introduced a policy Implementation Officer.	02.03.2016	17.03.2016
4.4	Academic Quality & Governance Team	Clarified that late penalties marks will be deducted from student's "total marks available" to ensure a fairer outcome for all students.	1.12.2016	15.12.2016
4.5	Academic Quality & Governance Team	Removed GPA from policy and aligned use of language to KBS process and practice.	14.06.2017	29.06.2017
5.0	Quality, Regulations and Standards Team	New policy. It was identified that the policy contained substantial information on procedures rather than policy requirements, therefore sections on student support, reasonable adjustments, special considerations, examination rules were removed. Extended information provided on "Definition and Purpose of Assessment".	5.06.2019	08.07.2019