

## STUDENT ASSESSMENT POLICY

<b>Policy Code</b>	ACA03
<b>Policy Lead</b>	Academic Dean
<b>Approving Authority</b>	Academic Board
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<b>Relevant legislation or external requirements</b>	<p>National Code of Practice for Providers of Education and Training to Overseas Students 2018  Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.4,5.3.2, 5.3.4)</p> <p>Australian Qualifications Framework (AQF)  Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act)  Policy on Core Plus model for regulatory assessments (TEQSA)</p>
<b>Related ASA Documents</b>	<p>Quality Assurance Framework  Moderation Policy  Moderation Procedure  Benchmarking Policy  Recognition of Prior Learning Policy  Recognition of Prior Learning Procedure  Special Consideration Policy and Procedure  Academic Integrity Policy  Academic Misconduct Procedure  Student Assessment Procedure  Student Assessment Review Policy  Student Assessment Review Procedure  Student Progression and At Risk Policy  Student Progression and At Risk Procedure  Student Code of Conduct  Work Integrated Learning Policy  Work Integrated Learning Procedure  Artificial Intelligence Policy and Procedure</p>

### 1. Purpose

The purpose of this Policy is to:

- outline the principles that underpin the approach to the design, development, and implementation of assessments for ASA Institute of Higher Education’s (ASA’s) courses;
- establish the responsibilities and obligations of ASA staff and their students in relation to assessments; and
- set out the procedures outlining the compliance of governing rules and regulations of assessments.

### 2. Scope

This policy applies to all ASA applicants, students, staff, volunteers and contractors.

### 3. Principles

1. Assessments must promote learning and prepare students for future learning and practice.
2. Assessments must include authentic assessments and allow students to demonstrate their knowledge and skills on meaningful, and practice-oriented tasks.
3. Assessments must be fair and equitable (providing reasonable opportunities for all students to demonstrate their learning) with requirements clearly communicated in the unit outline and any accompanying materials.
4. Students' work must be assessed against clearly stated and consistently applied criteria that are aligned with the task and the intended learning outcomes of the unit.
5. Students must be provided with opportunities for feedback on their assessed work in a timely manner to facilitate understanding and improvement. Feedback must be consistent with the learning outcomes.
6. Assessments must promote academic integrity and discourage plagiarism and dishonesty.
7. Assessments must be designed across the 'whole of the course of study' to:
  - a. enable students to develop and demonstrate their achievement of the desired graduate attributes and intended learning outcomes for the course as a whole,
  - b. assess learning outcomes to a standard appropriate for the Australian Qualifications Framework (AQF) level of the course and any relevant professional standards,
  - c. ensure students have opportunities to experience different types of assessment,
  - d. support students' transition to study, their progression through their studies and their transition to employment or further studies, and
  - e. include assessment experiences that enable students to prepare for their intended future careers and develop their capacities for professional and personal judgement and lifelong learning.
8. Unit assessment patterns must involve reasonable workloads for both students and staff, consistent with the:
  - a. credit points allocated to the unit,
  - b. relative weightings of tasks reflective of the expected workloads, and
  - c. number, type, and timing of assessment tasks designed to allow reasonable time for task completion, marking and feedback.
9. Assessment processes and tasks must be kept private and confidential. Staff must not divulge any information related to an individual student's assessment to unauthorised people.
10. ASA will keep all assessments, student assessment marks and feedback secure.
11. ASA will provide reasonable learning and assessment arrangements to enable students to demonstrate their achievement of the learning objectives of the units in which they are enrolled.

## 4. Definitions

Term	Definition
academic integrity	Academic integrity means: <ol style="list-style-type: none"> <li>acting with honesty, fairness and responsibility in learning, teaching, and research,</li> <li>honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used,</li> <li>fairness and honesty in staff and student dealings with one another and</li> <li>striving for objectivity in academic decision-making, which includes:               <ol style="list-style-type: none"> <li>not accepting inducements that may influence a decision and</li> <li>declaring possible conflicts of interest so that these can be recorded, assessed, and managed.</li> </ol> </li> </ol>
academic quality assurance	A framework that provides principles and processes directed to ensure the academic quality aligns with the overall strategic planning and policy of the provider.
Artificial Intelligence (AI)	Artificial intelligence refers to the ability of systems or computers to do things that would normally require human intelligence. AI is used in many products and services we use daily, from search engines to smartphone assistance.
assessment (verb)	Assessment is the process for comparing practices, processes or performance outcomes between the ASA and other higher education providers. Its purpose is to identify comparative strengths and weaknesses, as a basis for developing improvements in academic quality or performance. Benchmarking can also be defined as a quality process used to evaluate performance by comparing institutional practices with identified good practices across the sector.
assessment criteria	An outline of specific performance attributes or key characteristics of student performance in an assessment task.
assessment task	A learning task within a unit of study designed to test the demonstration of course and unit learning outcomes. Examples include essay, report, reflection, quiz, assignment, exam, practical task, workplace learning task, role play, portfolio, project or presentation. Assessment tasks will include clear instructions and guidelines on marking criteria and standards, and assessment criteria.
attendance	All students are expected to attend a minimum of 75% of their classes each study period. Students with attendance below 75% may be deemed to be making unsatisfactory academic progress.
Australian Qualifications Framework (AQF)	The Australian Qualifications Framework (AQF) is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.
ChatGPT	Is a large language model developed by OpenAI, designed to engage in natural language conversations with users. It uses deep learning algorithms to understand and respond to a wide variety of questions and prompts in a conversational manner.
examinations	An assessment task which is time-limited, normally conducted under invigilation.
feedback	Is information provided to students on the quality of their work, in order to improve it. This information can take various forms including verbal, written, directed to an individual or to a cohort. Feedback may also refer to information provided to staff from students relating to assessment tasks.
formative assessment	An assessment task on which students receive feedback as to how they can improve their work, and which does not contribute to their final grade in the unit.

Term	Definition
generative artificial intelligence (GenAI)	GenAI can understand instructions and produce or deliver meaningful content. It uses the data it was trained on to generate new data that has similar characteristics. Generative AI products are widely available, and they are expected to keep changing and improving quickly. Currently, the most popular generative AI tool is ChatGPT.
grade	A student's cumulative level of achievement. The final grade represents a student's overall performance in a unit. It is assigned by a letter combination such as P for Pass.
graduate attributes	Are generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts.
group work	For the purposes of this policy, group work is defined as any activity in which a group of two, or more, students are assessed on one of more of: <ul style="list-style-type: none"> <li>a. the production of a jointly produced piece of work,</li> <li>b. the production of individual work resulting from working within a group, and</li> <li>c. their performance whilst working as part of a group of students.</li> </ul>
Language Bots	Are software programs that can understand and respond to human speech.
learning outcomes	What students are expected to know, understand and be able to demonstrate on completion of a unit or course.
mark	A numerical signifier of achievement. The mark for an assessment task may be out of set total, such as 15 marks out of 20.
marking criteria	A marking guide devised to evaluate the quality of student responses to the assessment criteria of an assessment.
moderation	Moderation is a Quality Assurance methodology, controlling processes and activities such as peer review that aim to assure: <ol style="list-style-type: none"> <li>1. consistency or comparability, appropriateness, and fairness of assessment judgments</li> <li>2. the validity and reliability of assessment tasks, criteria and standards.</li> </ol> Moderation of assessment processes establishes comparability of standards of student performance across, for example, different markers, locations, subjects, providers, and/or courses of study.
participation	Is individual contribution to class activities and/or discussion.
Reasonable Adjustment	These are administrative, environmental, or procedural alterations in the learning situation which remove barriers for people so that they can perform the inherent requirements of the course of study. For students, this could mean adjustments to the mode of delivery or written material or the assessment process and timeframe. An adjustment is reasonable if it takes into account the requirements of the person and balances the interests of all parties affected.
Special Consideration	Special Consideration is when ASA provides an alternative or different method of assessing a students' achievement of learning outcomes. Students may apply for Special Consideration if they have or are experiencing an illness, injury or misadventure during a study period or their course enrolment. A request for Special Consideration may not be granted and must be applied for within specific time periods.
summative assessment	An assessment task the mark for which contributes to the final grade in a unit.
supplementary assessment	An additional assessment offered on a discretionary basis to allow a student with a final mark between 46 and 49 in a unit of study, who has attempted all assessments, to demonstrate that they have achieved the unit learning outcomes.

Term	Definition
viva voce	Viva voce is defined as ‘an examination conducted by speech or assessment in which a student’s response to the assessment task is verbal, in the sense of being expressed or conveyed by speech instead of writing’ (Pearce & Lee 2009).

## 5. Policy Details

All ASA assessments are designed and implemented in reference to set criteria and standards in order to assure learning. The criteria and standards develop from the learning outcomes and grade descriptors; are known to students; and guide the grading of student performance.

### 5.1 Rationale of Assessment

Assessment is underpinned by the following five (5) principles which all apply equally.

1. Assessment is shared, authentic, transparent, and equitable:
  2. Assessment is a shared responsibility between staff and students.
  3. Authentic assessment tasks should be diverse and designed to engage, encourage, and support students in the learning process. Authentic assessment enables students to demonstrate the application of relevant and essential knowledge and skills.
  4. Ongoing opportunities for feedback will be provided, and students can seek further guidance if required.
  5. Assessment tasks will have a clear purpose and will be designed to be inclusive and accessible. It will be transparent to students how and on what criteria they will be assessed.
- Assessment is reliable, and assures learning:
    - i. To be reliable, assessment must accurately and consistently measure student performance against learning outcomes.
    - ii. Assessment design must ensure that there is an explicit and logical alignment between learning outcomes, assessment tasks, task criteria, feedback, and the grades associated with different levels or standards of performance.
  - Assessment design promotes academic integrity:
    - i. Design and review of assessment tasks will promote academic integrity while ensuring that the values of honesty, respect, trust, responsibility, support, and fairness are clearly communicated and implemented.
    - ii. Students and staff are responsible for actioning and upholding these values.
  - Assessment is standards-based:
    - i. Assessment is designed and implemented with reference to set criteria and standards.
    - ii. The criteria are drawn from the learning outcomes, are made available to students, and guide the grading of student performance.
    - iii. The standards reflect the level of attainment of the criteria in line with the grade descriptors defined in the associated *Student Assessment Procedure*.
    - iv. Standards are moderated throughout the assessment lifecycle.
  - Assessment is designed to enable a course-based approach:

- i. The connection between assessment tasks and course learning outcomes should be evident to students where relevant. In particular, the suite of assessment tasks in core units must be mapped to the course learning outcomes to form a coherent course of study.
- ii. There must be a logical progression with increasing complexity in the assessment tasks that are appropriate to the level and stage of the course.
- iii. Course learning outcomes are then measured, where possible, across multiple units of study through a variety of suitable assessment task types.
- iv. Elective units, where available, provide an opportunity for disciplinary breadth and/or maturity.

## 5.2 Design of Assessment Tasks

A range of assessment types will be used across a unit of study to expose students to different tasks and give them opportunities to demonstrate their knowledge and skills in a variety of ways.

### 5.2.1 Forms of Assessment

Normally assessment of a unit of study will provide several different forms of assessment:

- a. **Formative assessment:** this is specifically intended to assist students identify weaknesses in their understanding, so that they may improve their understanding and enhance their learning.
- b. **Summative assessment:** this is primarily to verify performance and award grades or marks, measuring a student's performance in a unit, but may also incorporate further formative elements.
- c. **Work Integrated Learning or Project based assessment:** this is conducted through 'real world' or 'industry simulated' tasks requiring students to demonstrate their knowledge and skills in meaningful contexts.

### 5.2.2 Types of Assessment

When designing assessments, the following list of types of assessments but not limited to, should be considered:

- essay
- report
- literature review
- case study
- reflection
- quizzes
- assignment
- examination
- practical task
- workplace learning task
- role play
- simulations

- peer review
- interview/ viva
- portfolio
- question and answer pools
- participation/attendance
- class activities
- project or
- presentation.

The complementary nature of these assessment categories, and the signposting of these assessment intentions has become of paramount importance, due to the continuing influence of Generative AI on student learning, and corresponding output.

Assessment type selection is informed by the relevant study period and delivery modes for each unit and is considered with reference to *Course Assessment Matrix* to ensure that Learning Outcomes are still appropriately assessed.

It is also important to consider the function of assessment, within these types of assessment. ASA will use a blend of assessment that is both formal and informal. The function of formal assessment is to validate a student's knowledge relative to each units learning outcomes. The function of informal assessment is to contribute to the suite of knowledge upon which the formal learning is based, or to serve as a formative pathway to knowledge.

### 5.2.3 Timing and Weighting of Assessment

- Assessments should be set out throughout the study period allowing students' progress to be evaluated against the established criteria.
- There should be at least three assessments and a maximum of four per unit.
- Assessments should be designed to keep in proportion student time commitment and the weight of each assessment task should be balanced throughout the study period.
- Levels of group work varies according to the unit level and the field of study. The importance of group work is identified by industry and sector experts with recommendations for group work to be integral part of course design. All group work must contain an individual component to ensure that marks are awarded to reflect student achievement.

The following percentages represent a guide for the range of group work that should contribute to assessment within a unit:

- Undergraduate units:** generally, up to and including 30%, unless sufficient reasons are presented in support of a different proportion. First year units should have lower levels of group work than third year units.
- Postgraduate units:** will vary greatly and amounts of group work will be considered based on factors such as field of education, industry or professional standards, or other requirements.

### 5.2.4 Group Assessments

ASA encourages students to learn the ability to work within groups and teams. It is essential that there is transparency around the processes of group work and associated assessment of that process and any outcome.

The following steps should be considered when developing and implementing group assessments:

1. The task and the way in which the group is expected to work must be explained to students in advance of beginning the work. It must be clear:
  - a. why the work is being carried out in a group,
  - b. how the individual and group aspects are delineated; this should reassure students that group work, within the guidelines they receive, is not collusion,
  - c. how members of the group are selected, and their roles (if any) assigned,
  - d. how members of the group are expected to behave within the group,
  - e. what procedures should be followed if difficulties arise within the group,
  - f. how personal extenuating circumstances will be managed, and
  - g. how the group work meets the intended learning outcomes and/or supports the development of graduate attributes.
2. The assessment design should include consideration of opportunities for reassessment of group work; however, where this is not practicable, Special Consideration for an individual student must be applied to not disadvantage any student.
3. Where the process and/or product of group work is summatively assessed:
  - a. A clear assessment briefing and marking rubric must be provided, in advance, to enable students to understand how marks will be allocated and therefore how grades will be awarded.
  - b. Differentiated marks should be provided, group marks and individual marks for each student.
  - c. The requirements for the award of credit must be set out clearly so students understand the consequences of non-participation, and that no further attempt at the work is available as a matter of right.

For further information regarding group work, refer to the *Group Assessment Guidelines*.

### 5.2.5 Work Integrated Learning (WIL) Assessments

Assessment of Work Integrated Learning (**WIL**) must be consistent with all ASA's assessments and take into account the context and situation of each student's WIL experience. For further information regarding WIL refer to the *Work Integrated Learning Policy* and associated procedure and guidelines.

### 5.2.6 Use of Generative Artificial Intelligence (AI) and Language Bots

ASA supports the responsible and ethical use of generative AI, to equip ASA students with the skills they need to develop with emerging technologies. ASA have a duty to explore and educate students on the benefits in the judicious use of technologies such as ChatGPT while also ensuring they understand the risks and ethical considerations of such tools.

ASA integrates AI into the educational processes, it is crucial for students to follow AI guidelines that focus on nurturing critical thinking. While AI is a valuable tool during assessments, it is equally important for students to use their cognitive abilities when analysing information and presenting it with their unique perspectives.

ASA has AI guidelines that all ASA students must adhere to:

1. Understand the role of AI:
  - AI tools are designed to aid your learning, not replace your own thinking.



- While AI can provide information and suggestions, remember that it is your duty to critically and creatively apply this information.
2. Avoid Copy-Pasting:
    - Do not simply copy AI-generated content into your assignments or projects.
    - Instead, use AI content as a reference or starting point for your own work.
  3. Analyse and Interpret:
    - Take the time to analyse and interpret the information from AI in your own words.
    - Engage in critical thinking to assess the quality and relevance of AI-generated content.
  4. Cite AI Sources:
    - When using AI-generated content as a reference, always cite the AI tool as a source in your work.
    - Students must attach appropriate appendices to their Gen Ai assisted work. These appendices highlight the following:
      - The Prompts asked of the platform (date stamped screenshots)
      - The output from the platform (date stamped screenshots)
      - The corresponding text from the platform clearly highlighted in their own submission (evidence of paraphrase)
    - Follow your ASA guidelines for proper online referencing.
  5. Seek Human Feedback:
    - While AI can enhance your learning, never underestimate the value of human feedback and guidance.
    - Collaborate with educators to resolve doubts and enrich your understanding.
  6. Use AI Responsibly:
    - Be conscious of ethical considerations, including copyright and plagiarism, when using AI.
    - Refrain from using AI to complete assignments or exams inappropriately.
  7. Think Independently:
    - Champion independent thinking and problem-solving as essential skills.
    - Do not rely solely on AI tools for answers, use them as learning aids.
  8. Protect Your Data Privacy:
    - When using AI tools, prioritise data privacy and follow recommended practices to secure your personal information.
  9. Report Issues or Concerns:
    - If you encounter problems or have concerns about AI tool use, promptly report them to ASA for resolution.

### 5.2.7 Marking

- a. The total mark or grade for each assessment task and final unit results are determined as described in the unit outline and assessment briefings and rubrics.
- b. Marking must be consistent with the specified criteria and standards for the assessment task.
- c. Marking procedures must ensure that criteria and standards are applied in similar ways across different markers.
- d. Students should receive timely feedback on each assessment task before the submission of the next summative assessment task. Some opportunities for feedback on learning must be provided before the relevant withdrawal without penalty date for the unit.
- e. Grades are based on a student's level of performance in achieving stated learning objectives and must never be norm-referenced. ASA assessment tasks never apply negative marking techniques.
- f. Grades are awarded so that ASA can provide a transcript that indicates a student's achievement of the learning objectives in units and intended learning outcomes for a course.

### 5.2.8 Grading System

Detailed marking guides, or rubrics, will be used to delineate the various levels of student performance as well as the corresponding grade that will be awarded according to the below grading schedule:

Grade	Definition
High Distinction HD Mark range: 85% and above	Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit.
Distinction D Mark range: 75 – 84.9%	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor objectives of the unit.
Credit C Mark range: 65 – 74.9%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit, some minor objectives not fully achieved
Pass P Mark range: 50 – 64.9%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the unit and some minor objectives not fully achieved.
Non-graded Pass NGP	Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the unit.

Fail F Mark range: below 50%	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major objectives of the unit.
Fail – no assessment submitted FNS Mark range: 0%	Did not complete any assessment tasks.
Fail – Exam Hurdle FEH Mark range: below 40% of examination mark	Student did not reach final exam hurdle of 40%.
Grade Pending GP	A final grade is yet to be awarded for the unit as students have not yet completed all the assessment tasks and special consideration has been approved due to medical grounds or exceptional circumstances beyond the control of the student or an outcome of academic misconduct is yet to be finalised.  This is a temporary grade only and must be finalised before the end of the following study period.
Supplementary Assessment SX Mark range: 45 – 49.9%	A final grade is yet to be awarded for the unit as a supplementary assessment has been approved. This is a temporary grade only and must be finalised before the end of the following study period.
Withdraw With Failure WF Mark range: below 50%	Cancelled enrolment in the unit after the final date for withdrawal without failure.
Withdraw Without Failure AW	Cancelled enrolment in the unit before the final date for withdrawal without failure. This grade may also be awarded to students who withdraw from a unit after the withdrawal date under special or compassionate circumstances. In these cases, the grade is awarded at the discretion of the Academic Dean.  A unit with the grade of AW does not appear on a student's academic transcript.
Advanced Standing AS	Credit has been granted for the unit following an application and its approval for Advanced Standing.
Credit Transfer CT	Credit has been granted for the unit following an application of course transfer between ASA courses and its approval for Credit Transfer.

### 5.2.9 Successful Completion of a Unit of Study

Students must achieve at least 50% of the total marks within the unit of study to successfully pass the unit.

### 5.2.10 Failed Examination Hurdle

Students who do not receive 40% or more in a final examination automatically fail the unit.

### 5.2.11 Feedback

Feedback should aim to promote learning, be informative and constructive. It should address intended learning outcomes, identify strengths and weaknesses, give guidance on how to perform better and encourage students to develop strategies to prepare students for future unit or course learning requirements.

### 5.2.12 Assessment Moderation

Assessment moderation is in place to ensure that reliable and consistent judgements are made about a student's performance and that academic integrity is maintained.

Pieces of work from each grade level of performance should be selected for all major written assessment tasks and should be moderated to verify the level and consistency of the marks allocated by the marker(s). If there is more than one marker, pieces of work from each group should be selected within each grade level of performance within the assessment task to be moderated.

Moderation increases the reliability of the assessment process and promotes consistency, objectivity and a shared understanding of assessment standards. Refer to the *Moderation Policy* and associated procedure and the *Benchmarking Policy* and related procedure for further information.

### 5.2.13 Academic Integrity

In accordance with the *Academic Integrity Policy* and the *Academic Misconduct Procedure*, ASA will take proactive steps to detect and eliminate all forms of academic misconduct. These steps may include, and are not limited to, manual searches of resources, as well as the use of electronic text matching software (e.g. Turnitin) to compare student work submitted for assessment against electronic text on the publicly accessible internet, in published works, on commercial databases, and in student assignments previously submitted. Additionally, ASA reserves the right to have lecturers further assess a student's output via the intervention of a viva voce. This gives the student an opportunity to further illustrate their own understanding and knowledge around a topic, and further ensuring that academic integrity is maintained. Refer to the *Academic Integrity Policy* and associated procedure for further information.

### 5.2.14 Special Consideration and Reasonable Adjustments

When students are prevented from completing their assessment task by the due date, due to circumstances beyond their control, they may apply for Special Consideration for the specific assessment task/s that are affected.

Students studying while affected by illness or disability may use reasonable adjustments to ensure they can undertake their studies. Adjustments may include alteration of assessment due dates or the assessment task, depending on the nature of adjustments are required.

### 5.2.15 Results Released

The Board of Examiners will approve the release of final results and grades for students in each unit.

### 5.2.16 Appeals

Students may appeal assessment outcomes by lodging an Assessment Review Request form. For further information refer to the *Student Assessment Review Policy* and associated procedure.

## 6. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021) which specifies that:

#### Standard 1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
  - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved,
  - b. generic skills and their application in the context of the field(s) of education or disciplines involved,
  - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
  - d. skills in independent and critical thinking suitable for life-long learning.
3. Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
4. On completion of a course of study, students have demonstrated the learning outcomes specified for the course of study, whether assessed at unit level, course level, or in combination.
5. On completion of research training, students have demonstrated specific and generic learning outcomes related to research, including:
  - a. a detailed understanding of the specific topic of their research, within a broad understanding of the field of research,
  - b. capacity to scope, design and conduct research projects independently,
  - c. technical research skills and competence in the application of research methods, and
  - d. skills in analysis, critical evaluation and reporting of research, and in presentation, publication and dissemination of their research.

#### Standard 5.3 Monitoring, Review and Improvement [...]

2. A comprehensive review includes the design and content of each course of study, the expected learning outcomes, the methods for assessment of those outcomes, the extent of students' achievement of learning outcomes, and also takes account of emerging developments in the field of education, modes of delivery, the changing needs of students and identified risks to the quality of the course of study. [...]
4. Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including:
  - a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and
  - b. the assessment methods and grading of students' achievement of learning outcomes for selected units of study within courses of study.

## 7. Version Control

This Policy has been reviewed and approved by the ASA Academic Board as at February 2025 and is reviewed every three years.

The Policy, with associated Procedure, are published and available on the ASA website <https://www.asahe.edu.au/policies-and-forms/>.

<b>Change and Version Control</b>				
<b>Version</b>	<b>Authored by</b>	<b>Brief Description of the changes</b>	<b>Date Approved:</b>	<b>Effective Date:</b>
2025.2	Director Learning and Innovation	Clarification on group work ratios for postgraduate courses.	14/02/2025	06/03/2025
2025.1	Academic Dean	Additional detail for the types and styles of assessment, to address knowledge validation due to AI proliferation.	29/01/2025	06/03/2025
2024.2	Academic Dean	Updated requirements for AI referencing. Updated logo and versioning details.	21/06/2024	01/07/2024
2024.1	Director Quality and Compliance	Updated AW grade to be awarded on discretion of the Academic Dean. Minor formatting to ensure consistency.	14/02/2024	08/03/2024
2023.1	Director Learning and Innovation	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 6 other Higher Education Providers.	20/11/2023	18/12/2023
Previous version archived. New Policy code and numbering system implemented.				
5.0		Academic Board approval	10/08/2022	
4.0		Academic Board approval	25/05/2021	
3.0		Academic Board approval	15/07/2021	
2.0		Academic Board approval	30/06/2020	
1.0		Academic Board approval	16/06/2020	