

Policy Owner: Academic Director
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1. INTENT

- 1.1 This Policy describes the principles to be applied to all Assessment-related activities for Units at Edith Cowan College ('ECC' or the 'College').

2. ORGANISATIONAL SCOPE

- 2.1 This policy applies to all Units taught at ECC and its Partner Providers.

3. DEFINITIONS:

- 3.1 The *Glossary of Policy Terms* applies to this Policy.

4. POLICY CONTENT:

Principles

Assessment frames Student learning. Assessment practices at Edith Cowan College are intentionally designed to promote engagement in meaningful learning and to assure quality standards are reached. The following principles underpin Assessment at the College, regardless of location or mode of teaching:

- 4.1. **Assessment is learning-centred.** The College is committed to rigorous Assessment design and review processes that:
- a) use a whole-of-Course approach to scaffold achievement of intended Learning Outcomes within Units and throughout a Course;
 - b) are developmental and sustainable, engaging Students in relevant and meaningful activities that foster self-regulated learning, Academic Integrity and capacity for lifelong learning;

- c) are based on explicit criteria and clearly defined standards, eliciting high quality evidence of performance in relation to targeted Learning Outcomes;
- d) assure the validity, reliability and effectiveness of Assessment practices;
- e) align with the Australian Qualifications Framework (AQF) and requirements of external accreditation bodies, where applicable; and
- f) are fair and equitable to all Students.

4.2. **Assessment is globally relevant.** The College is committed to Assessment practices that enhance Students' global competitiveness by:

- a) embedding communication and generic skills within key tasks;
- b) designing tasks that are authentic and connected to industry and community;
- c) incorporating relevant technologies to facilitate a future-oriented experience; and
- d) establishing appropriate forums for the development and sharing of standards within and between disciplinary and professional communities.

4.3. **Assessment supports transformative learning.** The College is committed to formative and summative Assessment practices that:

- a) expose Students to multiple perspectives that challenge assumptions and broaden and redefine understandings;
- b) build capacity for future learning by intentionally including opportunities for Students to independently judge and improve performance quality;
- c) build higher-order cognitive and metacognitive skills; and
- d) foster deep understanding through addressing both affective and cognitive domains.

5. ACCOUNTABILITIES AND RESPONSIBILITIES:

5.1. The **Academic Council** is responsible for ensuring the integrity and continuous improvement of all Assessment regimes.

5.2. The **Academic Director** is responsible for ensuring that all Staff involved in Assessment of Student academic work have appropriate qualifications and skills in contemporary Assessment principles relevant to the discipline, their role, modes of teaching and the needs to particular Student cohorts, in accordance with the *Higher Education Standards Framework (Threshold Standards 2015)*.

5.3. The **Academic Director**, working within approved Academic Council protocols, has responsibility for Assessment processes in all Units offered by ECC and is advised by the **Academic Program Coordinators** representing their respective discipline areas. All units must follow the quality assurance measures to ensure that the above principles and the requirements are Moderation are met each Study Period.

5.4. All **Staff and Students** are required to comply with the content of this policy and to seek guidance in the event of uncertainty as to its application.

6. RELATED DOCUMENTS:

- 6.1 This policy is supported by the *Assessment, Moderation and Examination Procedures* and the *Assessment Guidelines: Disabilities and Equity*.

7. CONTACT INFORMATION:

For queries relating to this document please contact:

POLICY OWNER	Academic Director
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8. APPROVAL HISTORY:

POLICY APPROVED BY:	Academic Council
DATE POLICY FIRST APPROVED:	June 2010
DATE LAST MODIFIED:	Aug 2018
REVISION HISTORY:	May 2021 – Adoption of a principle-based policy framework.
NEXT REVISION DUE:	May 2023