
National Academy of Professional Studies (NAPS)

Assessment Policy

Related Documents	• Assessment Policy • Grade Appeal Request Form • Review of Results Application Information
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1. Purpose

The purpose of this policy and procedure is to outline the process of collecting relevant evidence and making informed judgements to evaluate student learning outcomes. The National Academy of Professional Studies Pty Ltd (NAPS) has designed this policy and procedure to ensure that all student assessment tasks are appropriately designed to determine the extent to which students have met the learning and skills outcome requirements within a unit of study, and to assist teaching staff to make decisions about the performance of individual students within a unit of study.

2. Scope

This policy and accompanying procedure apply to all students at NAPS, and to all staff involved in conducting assessments.

3. Definitions

Terms not defined in this document may be in the NAPS glossary of terms.

4. Policy Statement

Assessment is undertaken:

- to promote, enhance, and improve the quality of student learning through feedback that is clear, informative, timely, constructive and relevant to the needs of the student;
- to measure and confirm the standard of student performance and achievement in relation to a unit of study's defined unit and course learning objectives;
- to reward student effort and achievement with an appropriate grade; and
- to provide relevant information in order to continuously evaluate and improve the quality of the curriculum and the effectiveness of the learning and teaching process.

Criterion-referenced procedure compares the students' performance with a set of standards that are provided to students at the commencement of the teaching period.

Feedback given to students by lecturers using criterion-referenced assessment provides information to students regarding the level of their achievement in relation to their own established goals and helps to focus learning on the intended learning outcomes. Final grades are an expression of how closely students' work has approximated the intended learning outcomes.

Where deficiencies exist, students are made aware of the areas of those deficiencies and how to address them, thus making progression to advanced levels possible.

Where a unit is of a professional nature and/or is largely evaluated using a criteria-based grading scheme, the Board of Examiners is not obliged to ensure a normal distribution is

achieved. In a norm-referenced procedure, the distribution of scores gained from marking student scripts is a relative rather than absolute measure of quality.

5. Approach to Assessment

NAPS follows the principles of authentic assessment wherever appropriate.

All students are assessed against their performance of the criteria detailed in relevant marking rubrics as evidencing achieving the unit and course learning outcomes for the unit. Students are not measured in relation to the achievement of their peers. Norm-referenced assessment is NOT to be used at NAPS.

6. Forms of Assessment

Some of the assessment is formative; it is specifically intended to assist students to identify weaknesses in their understanding so that they may improve their understanding and enhance their learning. Other assessment is summative; its objective is primarily to pass judgment on the quality of a student's learning, generally in terms of assigned marks and grades. Furthermore, critical reflection on the outcomes of assessment tasks, both formative and summative, can inform lecturers and students, not only about the quality of student learning but also about the effectiveness of teaching.

Normally, assessments in a unit of study will:

- have a minimum of two (2) but no more than four (4) different forms of assessment;
- have no single assessment task worth more than 40% of the total mark for the unit of study;
- multiple choice, true/false, and short answer questions are limited to 100 level units;
- multiple choice questions may be included in 200, 300, 500 and 600 level units:
 - 1 the questions do not test memory or recall of definitions, or facts AND
 - 2 as weekly hurdle tasks that must be completed and passed as indicated , but which do not count toward the final result of the unit and this is clearly indicated in the unit outline; OR
 - 3 are questions that require a calculation or application of knowledge in order to determine the correct answer
- include an early formative assessment task within the first four (4) weeks of the study period; and
- limit group assessment to no more than 30% of the total of the total mark for the unit of study.

The forms of assessment to be utilised for each unit of study will be clearly set out in the unit outline. Appendix A provides details of weighting and volume for different assessment tasks based on the level of the unit.

Forms of assessment may include the following:

- Written assignments – may take the form of case studies, literature reviews, reports, work logs, portfolios, etc. Essays are to be used with caution as they do not align with the principles of authentic assessment.
- Seminars/presentations – normally based around formal discussion groups where students will be delegated particular topics for research and will be required to present their findings at subsequent seminars. Marks are allocated according to the standard of these presentations.
- Practical assignments – students may be required to complete a series of practical assignments designed to test students' abilities under "real world" conditions. The use of software and simulations may be part of learning and teaching and form part of the formal assessment procedures for a unit of study.

Examinations Written examinations – may take the form of

- short answer questions, multiple-choice questions in 100 level units worked problems
- case studies in all levels of units
- examinations should have a range difficulty in questions so as to discriminate better performing students from other students to assist in awarding higher level grades.

The use of technologies, including simulations, software, and artificial intelligence is encouraged, but expectations associated with such usage are to be clearly defined.

Invigilated assessment tasks are about the ability to verify the identity of the student and that the student has had no assistance in doing the assessment task. The use of simulations and technology-based assessments undertaken in a controlled classroom environment contribute toward any 'invigilated' requirements from professional bodies.

Students must declare the use of any Generative AI in the assignment Declaration Cover Sheet. If Generative AI is NOT to be used in an assessment task, this must be clearly stated in the instructions for each assessment task. ANY breach of such an instruction is to be investigated as a breach of the Academic Integrity and Misconduct Policy and Procedure.

7. Notification of Assessment

A fundamental aspect of developing a unit of study is the specification of the prescribed assessment tasks in a way that relates them directly to the unit objectives (including expected learning outcomes), the course structure, the teaching methods to be used, and the learning strategies to be fostered.

Lecturers should ensure that students are fully informed, in writing, by the end of the first week of the of the study period, about unit objectives and expectations, including the assessment requirements.

The details of all assessment tasks should be stated clearly in the Unit Outline and include the following:

- a statement of the objectives of the unit;
- its assessment plan, including weights allocated to each assessable component and related submission dates;
- deadlines, sanctions and penalties; and the objectives of the unit.

8. Timing and Weight of Assessment

The weighting and volume of each assessment task will be in accordance with the NAPS Assessment Equivalence Table (at the end of the Procedure).

Assessment tasks should be designed carefully, first, to keep in proportion student time commitment and the weight of the assessment task in the overall assessment, and second, to reflect, as far as possible, the importance of each task in determining the effectiveness of students having met the unit objectives. This might mean that an important or summative task is weighted heavily than a formative. Care should be taken to avoid the imposition of a heavy imbalance of assessment load toward the second half of the study period. Assessment should reflect scaffolding of learning within the unit and the level of the unit (100, 200, 300, 500, 600).

Usually, one or more assessment tasks should be set, submitted, marked and returned to students before the mid-point of a unit. Although students need regular feedback on their progress, set assessment tasks should be kept to the minimum that is sufficient to enable students to make judgements about their progress. Due dates for assessment tasks should be well separated in time to give students periods of time for reflective learning.

In some disciplines, students are expected to practise skill development continuously. To evaluate students' ability to perform such on-going tasks, consideration should be given to strategies for self-assessment. In this way, students can obtain evidence concerning their level of understanding of the work.

Apart from examination scripts, all assessed work should be returned to the student, preferably in a class context where the student has the right to query the assessment result for clarification, either then or at a later time.

Lecturers are required to provide feedback to students on all assessment events, including examinations.

Unit Outlines must advise students at the beginning of a unit of study how all assessment results are to be combined to produce an overall mark for the unit. In particular, the unit outline should make expressly clear:

- the weight of each task in contributing to the overall mark;
- the formulas or rules used to determine the overall mark;
- the minimum standards that are applied to specific assessment tasks (that is, a rubric), and the consequences if such standards are not met (including failure to submit particular tasks);
- the rules regarding penalties applied to late submissions; and
- the precise details of what is expected in terms of presentation of work for assessment

The Unit Outline will make clear to students that the aggregated mark for the unit of study may be reviewed upon the request to the lecturer. The review may result, in some cases, in a variation of the final grade awarded to the student.

Emphasis should be placed on appropriate referencing conventions and requirements, the degree of cooperation permitted between students, what constitutes academic dishonesty, and the consequences of engaging in academic dishonesty, as outlined in the Student Academic Integrity Policy and Procedure.

9. Requirements to Pass a Unit

To Pass a unit the following need to be met:

- it is necessary for a student to achieve the necessary unit learning outcomes. This will generally be achieved by attaining an overall mark greater than 50%.
- Achieving both an overall mark greater than 50% and the necessary unit learning outcomes may be possible without completing all the assessment tasks. This should not be an impediment to passing the unit. However, where a grade greater than 50% is achieved, but not all the necessary unit learning outcomes are achieved then a pass should not be given in the unit.

Units where assessment tasks are not attempted and/or a mark of less than 50% will be given a Fail (F) grade.

Units in which no assessment tasks are attempted, or where one or more assessments worth over 50% of the total grade are not attempted, will result in a Fail – Absent (FA) grade.

No Assessment submitted after results for an assessment task have been returned to students will be accepted. A student may, if an application for Special Consideration is approved, will be required to submit a different assessment task.

Requests to submit missing assessment tasks after the end of teaching when final grades have been communicated to students will not be approved unless Special Consideration has been given prior approval. Applying for Special Consideration at this point in time will not be approved.

10. The Grading System

Students are assessed for each unit on the following basis:

Table 1: Grading Criteria

Grade / Mark	Descriptions
High Distinction (HD) 85% - 100% 8.5 - 10/10	An outstanding level of achievement. The student has an extensive knowledge and understanding of the unit material and unit objectives beyond the normal expectations of the course. This constitutes a very high level of competence.
Distinction (D) 75% - 84% 7.5 - 8/10	A high level of achievement. The student exhibits a comprehensive understanding of the unit content and unit objectives and can readily apply this knowledge. This constitutes a high level of competence.
Credit (C) 65% - 74% 6.5 - 7/10	A substantial level of achievement. The student has a thorough knowledge and understanding of the unit content and unit objectives and is competent in the processes and skills of the course. This constitutes a reasonable level of competence.
Pass (P) 50% - 64% 5 - 6/10	Satisfactory achievement. The student has demonstrated an acceptable level of knowledge and understanding of the unit content and unit objectives and has achieved a basic level of competence in the processes, skills and knowledge of this unit. This constitutes an adequate level of competence.
Fail (F) 0 - 49% 0 - 4.9/10	Unsatisfactory achievement in the unit. The student has limited knowledge and understanding of the unit content and unit objectives and has not been able to demonstrate a satisfactory level of competence and skill in the unit content.

Table 2:

Grade/Mark	Descriptions
DNS (Did not Submit Assessment item)	Did not submit a piece of the assessment item but submitted student submitted an explanation and provided acceptable proof to the examiner
FA (Failed Absent)	The student failed to submit the assessment items(one or multiple) weighing more than 50% OR attend the final examination without any explanation.
WF (Withdrawal Fail)	Student awarded this grade of withdrawal after withdrawal date with academic penalty
WD (Withdrawn)	Student withdrew from the unit before the date of withdrawal without Academic Penalty

AC (Assessment Continuing)	The student has been approved to continue to submit the assessment after the last date of submission
SE (Supplementary Exam)	The student was recommended to apply by the lecturer for a SE based on the following reasons: 1. The overall grade was 47 and above 2. The examiner's board considers extraneous circumstances and on compassion grounds.
RW (Results Withheld)	The grade is awarded in a unit pending investigations about students who did not comply with NAPS processes and procedures.

National Academy of Professional Studies (NAPS)

Assessment Procedure: Student Roles and Responsibilities

Related Documents	• Assessment Policy • Grade Appeal Request Form • Review of Results Application Information
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1. Purpose

The purpose of this Procedure is to outline the process of collecting relevant evidence and making informed judgements to evaluate student learning outcomes. NAPS has designed this policy and procedure to ensure that all student assessment tasks are appropriately designed to determine the extent to which students have met the learning and skills outcome requirements within a unit of study, and to assist teaching staff to make decisions about the performance of individual students within a unit of study.

2. Scope

This Procedure applies to all students at NAPS, and to all staff involved in the assessment process.

3. Definitions

Terms not defined in this document may be in the NAPS glossary of terms.

4. Submission of Assessment Items

Students are required to submit all assessments in electronic format to Turnitin via Moodle or other required software and websites to assess the level of similarity. Details of the approved formats must be detailed in the unit outline.

Submission of unapproved formats will result in the assessment item being given a zero (0) mark and a Fail grade.

Students will have the ability to make multiple submissions to Turnitin and access to the similarity reports generated.

5. Penalties for Late Submission and Extensions

An assessment item submitted after the assessment due date, without an approved extension or without approved mitigating circumstance, will be penalised.

The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the total mark applicable for the assessment item, for each day or part day that the item is late (a “day” for this purpose is defined as a calendar day for assessments submitted online, or a week day if the assessment is required, as per the Unit Outline, to be submitted in hardcopy). Assessment items submitted more than three(3) days after the assessment due date are awarded zero (0) marks.

Extensions to assignment deadlines based on mitigating circumstances shall be at the discretion of the Discipline Head and will be communicated in writing.

Mitigating circumstances are circumstances outside of the student’s control that have had an adverse effect on the student’s work or ability to work. For examples, accidents, health issues requiring hospitalisation,

Attending weddings or family events overseas, work commitments, visa issues, inability to obtain flights, are examples of circumstances that are NOT mitigating circumstances. Applications for extensions must be made before the assignment is due.

6. Special Consideration

This section does not apply to final examinations, see the Supplementary Examination Policy and Procedure.

Students whose ability to submit or attend an assessment item is affected by sickness, misadventure, or other circumstances beyond their control, may be eligible for special consideration. No consideration is given when the condition or event is unrelated to the student’s performance in a component of the assessment, or when it is considered not to be serious.

Students must apply in writing to Discipline Head via Student Services for special consideration within three (3) days of the due date of the assessment item or examination. When considering the application for special consideration, the Discipline Head may take into account one or more of the following:

- the severity of the event;
- attendance in the unit; and
- any history of previous applications for special consideration, especially where they indicate a chronic problem.

If an application for special consideration is accepted, any one of the following outcomes may be appropriate:

- no action is taken;
- additional assessment or a supplementary examination is undertaken. Additional assessment may take a different form from the original assessment. If a student is granted additional assessment, the original assessment may be ignored at the discretion of the Unit Coordinator. Consequently, a revised mark based on additional assessment may be greater or less than the original mark;
- marks obtained for the completed assessment tasks are pro-rated to achieve a final percentage result;

- the deadline for assessment is extended; or
- the student is allowed to discontinue from the unit of study without failure, provided it is prior to the Census Date.

NAPS will provide alternative assessment tools for those students who require a different method of assessment to demonstrate their knowledge and abilities.

7. Assessment Feedback

Assessment feedback is to be provided within 7 calendar days of the due date, or extended dated if an extension is approved, for the submission of the assessment task. For final examinations, if the unit has one, the lecturer must be available for a period of time for scheduled student consultation, to go over their final examination paper for feedback after the final results for the unit are released.

8. Reasonable Adjustment

Students with a disability may request reasonable adjustment to an assessment task to accommodate their disability, in accordance with the *Disability Policy and Procedure*. Adjustments to assessment must take into account the special characteristics of the student. Any adjustments made must be “reasonable” so that they do not impose an unjustifiable hardship upon NAPS. A request for reasonable adjustment is made by the student in writing to the Dean.

9. Grades

During each unit of study, students will be provided with an evaluation of their individual performance with reference to the criteria for each Publication of Results

All results must be reviewed and properly approved before publication. The Board of Examiners will sit at the end of each study period to approve the results prior to publication.

Once results have been approved, the Registrar will ensure that the approved mark and grade is recorded in the student database against the relevant unit of study and students are notified of their results. The Registrar will compile a report of the results and table these at the next meeting of the Academic Board. Should any major concerns be raised by the Learning and Teaching Committee regarding a mark or marks in any unit, the results will be shown as RW (Results Withheld) until the matter has been resolved.

10. Hurdle Assessments

Hurdle requirements are conditions that apply for a student to be eligible to receive a passing grade in a unit. Examples of hurdles include the requirement to complete a specific assessment task or meaningfully attempt all assessment items in a unit or achievement of a minimum mark in a specified piece of assessment.

Attendance is not to be used as a hurdle requirement, other than where it is clearly and explicitly mandated by professional accreditation bodies (as in the case of clinical or teaching

placements) or to meet external requirements such as mandatory occupational health and safety training or to complete an internship.

Impact of Failing a Hurdle

A student who fails a hurdle for a unit is deemed to have failed the unit, regardless of the aggregate of marks that the student has achieved for the unit.

Eligibility for Additional Assessment

A student who has obtained a mark of 50 per cent or greater for a unit but has failed a compulsory (hurdle) requirement for that unit will be granted additional assessment unless it is impractical to do so. An eligible student awarded additional supplementary assessment on the basis of failure to meet a hurdle requirement should be given a mark and the appropriate administrative grade.

11. Grade Point Average (GPA)

At NAPS Grade Point Average (GPA) is a simple numerical index that summarises a student's academic performance in a course. The GPA is reported on a student's Academic Transcript. It includes all unit attempted within a course. Every unit has an assigned credit value of 7. Each grade has an assigned value. If a student withdraws from a unit before the academic penalty date, these units will not count towards the calculation of a GPA. Withdrawing after the academic penalty date will count towards the GPA as a fail grade.

Calculating a GPA

The following will not be counted in the calculation of your GPA:

- Withdrawn (WD)
- Credit Transfer (CT)

Where a student has repeated a unit, grades from all attempts will be counted towards the GPA, and both results will remain on the official academic transcript. The GPA calculation does not include units for which Advanced Standing has been granted.

The formula is:

GPA = $\frac{\text{Sum of the credit points achieved/awarded}}{\text{The number of units undertaken and completed (including Fail, Fail Non-Engaged and Fail withdrawn)}}$

Example A

If you have results of HD, HD, D, C, your GPA would be calculated thus:

$$\text{GPA} = \frac{(7+7+6+5)}{4} = 6.25$$

Example B

If you had similar results to Example A but failed one unit and had to repeat that unit and obtained a Credit as in the above Example A - HD, HD, D, F, C - your GPA would be calculated thus:

$$\text{GPA} = \frac{(7+7+6+0+5)}{5} = 5.00$$

Students who are awarded advanced standing on the basis of previous studies from another institution will only have the reflected credit points achieved on their record, and the marks will not be carried over and are not used to calculate their GPA.

12. Academic Excellence Awards

The Academic Excellence Award will be awarded to students eligible for awards of Bachelor and Master courses.

Criteria for the Academic Excellence Award

The following criteria will be applied for each graduation ceremony for the total number of eligible graduating students in each undergraduate and postgraduate cohort and who have a cumulative GPA of 6.00 and above (the GPA will not be rounded up for the purpose of the Academic Excellence Award).

To be eligible, as an undergraduate, the student must be a graduand:

- Of a three-year undergraduate course offered by NAPS; and
- Have studied a minimum of 12 units (50%) of the course at NAPS and successfully completed a minimum of 12 units and
- Be the top student(s) meeting the above criteria.

To be eligible, as a postgraduate, the student must be a graduand:

- Of a two-year postgraduate course offered by NAPS; and
- Have studied a minimum of 8 units (50%) of the course at NAPS and successfully completed a minimum of 8 units and
- Be the top student(s) meeting the above criteria.

Before each graduation ceremony, the relevant graduation cohort will be finalised by Student Services, and the list will be generated for each cohort showing the top undergraduate and postgraduate graduands based on their GPA.

The student with the highest, or students with equal highest GPA will be awarded a Gold Medal for Academic Excellence, the other students above 6.00 GPA but below the top student(s) will receive a Silver Medal for Academic Excellence.

13. Moderation of Assessment

Moderation of assessment at NAPS shall be carried out for all units offered in a teaching period as per NAPS A006 Moderation Policy and Procedures.

14. Group Assessment

Where a unit includes a group assessment, the Unit Outline will describe how marks are awarded in the assessment rubric for the task. Group assessments should only be used where there is a tangible benefit for the students in terms of engaging with and achieving the Unit Learning Outcomes. Group assessments should be avoided in capstone and professional experience units. Group assessments should not normally comprise more than 30% of the assessment weighting in a unit.

Appendix A - Grounds for extension

Extensions can be sought on the grounds of Medical, Technical, Compassionate, and Extenuating circumstances.

Grounds for extension	Evidence	Details
Medical	Medical certificate or similar	NAPS does not consider the following to be a significant impairment: • Minor ailments including, but not limited to; colds, minor respiratory infections, minor gastric upsets, menstrual irregularities, and/or headaches. • Stress or anxiety levels normally associated with study. • Ongoing medical conditions that are currently being managed unless there has been an exacerbation of that condition.
Technical		NAPS does not accept technical issues as an acceptable reason. Unless it is a technical issue that is with a NAPS website.
Compassionate	Statutory declaration Medical certificate Death Certificate Media reports that would support a critical incident having occurred	The following are examples of events and/or occurrences for compassionate grounds: • Death or illness of a family member • car or transport accident • natural disaster, political upheaval, disruption to family life • a traumatic event, or threat of, which causes extreme stress, fear or injury • victim or witness of a crime • and/or end of a significant relationship. • NAPS does not consider the following to be grounds for an extension for compassionate grounds: • Attending a wedding for family event (not related to a funeral of an immediate family member) overseas • Employment commitments, balancing workloads, misreading exam timetables, travel, normal childcare responsibilities,

		and/or sport, social, or leisure commitments.
Extenuating	Evidence of event or occurrence, and/or statutory declaration	The following are examples of events and/or occurrences for extenuating circumstances: • Military leave, legal issues, elite athlete, religious obligations, and/or Emergency Management Services (for example, volunteer firefighter) NAPS does not regard travel, balancing workloads, and/or overlapping study periods as extenuating circumstances. In the event of a local, state, national, or international event that impacts upon a student and/or student group, NAPS will put in place mechanisms to enable students to engage with their studies. This will be on a case-by-case basis.

Requesting an extension

Extensions should be sought in writing five working days in advance of the stated due date for the assessment. Extensions sought between four working days and the date of submission may be approved at the discretion of the Unit Coordinator. Extensions will not normally be granted after the due date has passed.

Requesting an extension due to technical issues

If a student experiences technical issues with NAPS websites that prevent that student from submitting a task, the student will need to contact the Unit Coordinator via email within one working day of experiencing the technical issue. Students must provide supporting evidence of the technical issue in the form of a short personal statement outlining the technical difficulties. The student must include screenshots of error messages and technical difficulties. The student may be required to provide supporting evidence relating to the technical or connectivity difficulties. The Unit Coordinator, at their discretion, may direct the student to submit the assessment in an alternative way or may grant the student time to resolve the technical issue.

Technical issues that relate to the students internet connection, and devices are not acceptable issues for seeking an extension. Students can access other devices and internet connections for the submission of their assessments and accessing the learning environment.

Duration of extension

Extensions are normally capped at a period of five working days after the due date unless there are circumstances that justify a longer period of extension. Special consideration may be sought to support students that require a longer period of extension.

Assessment Appeal Procedure: Review of an Assessment Decision

Step 1: Self-Review. Students should review their assessment items and note any comments provided by the lecturer.

Step 2: Informal Review. A student may request a review of an assessment decision. In the first instance, students should approach the lecturer, where appropriate, to discuss their concerns about the assessment decision. The consultation should be sought as soon as practicable and within seven days of notification of the assignment or examination result.

Step 3: Formal Review. Where the issue regarding the assessment decision is unable to be resolved at this level, a request for a review may be made in writing on the SS001F Complaints form and lodged with the Discipline Head within five (5) working days of formal notification of the assessment result. This review constitutes a formal academic appeal and review of the grade for the unit.

The Discipline Head via Student Services will normally respond to the request for a review of an assessment decision in writing within ten (10) working days and may confirm or vary the original decision.

The seven (7) grounds upon which the student may request a review of an assessment decision are listed below:

- a. the learning outcomes were not clearly defined in the unit material;
- b. assessment tasks were not clearly defined in the unit material;
- c. an assessment procedure outlined in the unit material was not followed;
- d. alleged wrongful advice from teaching staff on issues such as the content of the examination or approval of an extension for an assignment;
- e. inappropriate application of marking criteria;
- f. errors in the calculation of the grades; and/or
- g. failure to mark a question.

Grounds outside these will not be considered. The student **MUST** provide evidence to support their grounds and provide an explanation for why they believe there are grounds for an appeal.

Any Form that has no evidence and explanation will automatically be rejected.

The relevant Head of Discipline or their nominee will determine if the grounds for review are justified as per this policy. If the grounds for review do not meet the requirements of this document, the Student Services Office will notify the student that their review request has been rejected within five (5) working days. If the review is warranted, the Student Services Office will forward the request to the Dean who will nominate an independent marker to conduct the review with 5 business days.

Students should note that each review against an assessment decision is determined on its own merits without reference to other applications.

Students should note that the new grade as a result of the review is the final grade they will receive. A lower result is a possibility.

All decisions relating to reviews of assessment decisions are sent to the Dean, who compiles an annual report for review by the Learning and Teaching Committee.

Step 4: Review and Resolution. Following review by the independent marker, the student will normally be notified of the outcome via email within two (2) weeks of the date of lodgement of the formal review. All documentation pertaining to the review will be recorded in the student's file. If the original marking did not appropriately reflect the result of the assessment item, the result will be amended. The amended mark (higher or lower) will be recorded as the final result of that assessment item.

Step 5: Further Appeal. If the student remains dissatisfied with the decision, the student may appeal in line with SS001 Student Grievance and Academic Appeals Policy and Procedure.

National Academy of Professional Studies (NAPS)

Assessment Procedure for Staff

Unit Assessment Requirements

Unit outlines must be provided to students at the beginning of a teaching period. Detailed unit outlines must include assessment tasks including:

- a. Assessment tasks including clear instructions to the students
- b. Date for submission including late submission penalties as per the NAPS late submission policy
- c. Relevant submission instructions
- d. Assessment Rubrics relevant to the assessment items
- e. Total marks or weight for the assessment
- f. Group work guidelines where relevant, including peer assessment.

An assessment plan once published can only be amended with the approval of Dean of the relevant school provided it is demonstrated that the change will not disadvantage students in any way, and the change is consistent with learning outcomes in the unit. A change once approved, must be notified to students by the subject coordinator in writing or by email or through the Moodle page of the unit.

Assessment Marking and Feedback

- a. the unit convenor is responsible for the marking of all assessment tasks and examinations in his/her unit. Marking of a final examination paper will be completed as soon as possible. Marking of all written assessments normally is to be completed within one weeks of the submission date of assessment tasks. However, where tasks are set to be completed in Week 8 (or later), all assessment marking should be completed within 10 working days of the submission date of the assessment tasks.
- b. all marking is conducted internally; and
- c. all marking and assessment are done in a timely manner.

Examinations

- a. Procedures for the conduct and supervision of invigilated examinations during NAPS' designated examination periods are detailed in A005 Examination Policy which includes Appendix A005A: NAPS Guidelines for Examination Supervisors.
- b. Each unit coordinator must submit the final examination paper and supplementary examination paper (including marking guides) to the Course Convenor by Friday at the end of Week 8 of the trimester. Based on the results of the internal assessment marks obtained by week 10, the Dean may require unit coordinators to prepare a supplementary examination paper which will be due in week 11. At a minimum, all unit coordinators must certify that:

- i. the examination will measure student achievement in meeting expected learning outcomes as described in the unit outline;
 - ii. the examination can be completed by a reasonably competent student in the time available;
 - iii. instructions to students on the cover page are accurate and complete;
 - iv. the marks are fairly allocated across questions and marks are clearly allocated so that students understand their weighting as a percentage of the total mark; and
 - v. the examination paper does not contain syntax, spelling or grammatical errors or abbreviation that are not fully described when they are first used in the paper.
 - vi. the marking guides for each question have been confirmed to align against the stated learning outcomes for the final examination assessment; and
 - vii. the examination paper has been moderated by another appropriately qualified academic in that field and that a moderation document/process has been recorded.
- c. Alternative quality assurance measures include the relevant Dean (or delegate) reviewing all exam papers covering the above points.

Supplementary Assessment

- a. The supplementary assessment is to be facilitated up until the census date of the next trimester.
- b. If a student does not attend a scheduled final examination (or the major assessment item in a unit without an exam), the student will be graded as 'Fail Absent' (FA) in that unit. If a student has a valid reason for not attending or completing the final examination, such as illness or other exceptional circumstances, the student may apply to the Dean for special consideration by completing A004F Special Consideration Application Form. They need to provide documentation/evidence regarding their reasons. If granted, a supplementary assessment, usually in the form of a supplementary examination, will be required.
- c. If a student has a valid reason for not attending or completing assessments, such as illness or other exceptional circumstances, the student may apply for special consideration by completing the A004F Special Consideration Application Form.

If a student has achieved an aggregate mark in the unit between 47% and 49% a supplementary assessment task may be prescribed by the unit coordinator to finally determine whether expected learning outcomes have been met. In exceptional circumstances and as recommended by the Unit Convenor and approved by Examiners' Board, a supplementary may be granted for an aggregate mark below 47%. When the supplementary assessment is an examination, this will normally occur during the special consideration examination period. The maximum grade for a supplementary assessment shall not exceed 50%.

- d. A student shall be granted no more than four supplementary passes in any given course in the Academy.

Where a student obtains a grade between 47% and 49% in a final unit, but fails a supplementary assessment, the Dean may recommend to the Academic Board that the student be awarded a conceded pass.

Normally a student can take only one supplementary assessment in a unit each trimester. In exceptional circumstances, the Dean can recommend to the Academic Board awarding of more than one supplementary exam.

Grading

- a. At the end of every trimester and examination period, the Dean shall convene a meeting of staff which serves as the examinations meeting to ratify the final grades and marks for all units assessed in the trimester or period. Final grades and marks assessed in all units can only be published after ratification by the Dean and the examiners' meeting.
- b. Students who have failed to complete the Academic Integrity Module (AIM) will not receive their grades until they have done so.
- c. Students who declare on their assessment cover sheet for their first assessment task that they have completed the AIM when they have not, have committed academic misconduct and the NAPS Student Academic Integrity Policy will apply.
- d. The Dean will report to the Academic Board (or designated Academic Board Committee) the progression rate and grade distribution and any actions required to rectify instances of non-adherence to A004 Assessment Policy.
- e. Results will normally be made available to students within ten working days after the Academic Board has ratified the results and the formal examination period has ended.

Academic Transcripts

An official Academic Transcript contains information relating to Year of study, Unit Code, Unit Name, Credit Points Gained and Grades. It will also include a statement indicating that it is an official transcript issued by the Academy and will be signed by the Registrar.

Assessment Equivalence Table											
Level	AQF Level	Facilitated hours	Self-directed hours	Credit point value per unit		Typical word limit per unit for different types of assessment tasks					
100	5	3	7	10		2000 - 3000					
200	7	3	7	10		3000 - 4000					
300	7	3	7	10		4000 - 5000					
500	8	4	8	10		5000 - 6000					
600	9	4	8	10		6000 - 8000					
Assessment Categories, Types and Equivalences											
References and appendices should not be considered in the word count.											
Group work with a weighting over 25% must include assessment of individual student contributions.											
#Word count or volume always consider +/-10%											
Tasks worth more than the recommended weighting in the table below will require approval from the Learning and Teaching Committee											
Please refer to the Assessment Policy and the Unit Development and Review Procedure											
Categories	Assessment type	Level 100		Level 200		Level 300		Level 500		Level 600	
		Weighting	#Word count / volume	Weighting	#Word count / volume	Weighting	#Word count / volume	Weighting	#Word count / volume	Weighting	#Word count / volume
Activity	Games / simulations	25%	1000 words	25%	1500 words	25%	2000 words	25%	2500 words	25%	3000 words
	Use of Artificial Intelligence tools	25%	1000 words	25%	1500 words	25%	2000 words	25%	2500 words	25%	3000 words
	Role Play / Interview	25%	10-20 minutes	25%	10-20 minutes	25%	10-20 minutes	25%	20-30 minutes	25%	30 minutes
	Survey / Test	20%		20%		20%		20%		20%	
	Skills application / practical	25%	Not applicable	25%	Not applicable	25%	Not applicable	25%	Not applicable	25%	Not applicable

Written assignment	Annotated bibliography	25%	650 words	25%	900 words	25%	1500 words	25%	2000 words	25%	2500 words
	Literature Review	25%	650 words (4-5 sources)	25%	900 words (5-7 sources)	25%	1500 words (8-10 sources)	25%	2000 words (10-15 sources)	25%	2500 words (15-20 sources)
	Critique	25%	650 words	25%	900 words	25%	1500 words	25%	2000 words	25%	2500 words
	Essay	25%	650 words	25%	900 words	25%	1500 words	25%	2000 words	25%	2500 words
	Report	25%	650 words	25%	900 words	25%	1200 words	25%	1500 words	25%	2000 words
Presentation	Poster Presentation	25%	500 words	25%	500 words	25%	500 words	25%	500 words	25%	500 words
	Presentation / Seminar	25%	20 minutes	25%	20 minutes	25%	20 minutes	25%	30 minutes	25%	30 minutes
	Video presentation	25%	5 minutes	25%	10 minutes	25%	10 minutes	25%	15 minutes	25%	15 minutes
Project¹	Design Concept / Project Plan / Proposal	25%	650 words	25%	900 words	25%	1500 words	25%	2000 words	25%	2500 words
	Design Project / realisation	25%	1000 words	25%	1500 words	25%	2000 words	25%	2500 words	25%	3000 words
Reflections	Discussion forum / blog	25%	650 words	25%	900 words	25%	1500 words	25%	2000 words	25%	2500 words
	Structured reflections	25%	1000 words	25%	1200 words	25%	1500 words	25%	2000 words	25%	2500 words
	Journal entries	25%	650 words	25%	900 words	25%	1500 words	25%	2000 words	25%	2500 words

Scenario analysis¹	Real life Problem exercises	10%-25%	Not applicable	15%-35%	Not applicable	25%-40%	Not applicable	30%-40%	Not applicable	30%-40%	Not applicable
	Case study	25%	1000 words	25%	1000 words	25%	1500 words	25%	2000 words	25%	2500 words
Formal examinations	Examination (open or closed book) ²	25%	45 minutes	25%	60 minutes	25%	90 minutes	25%	120 minutes	25%	120 minutes
	Quiz	15%	30 minutes	15%	30 minutes	15%	30 minutes	15%	30 minutes	15%	30 minutes

¹ These assessment types should, where possible make use of technology – simulations, and artificial intelligence tools that reflect relevant professional practice.

² Open book examinations are encouraged, as long as the questions are not memory/definitional question

Document History

Version	Author	Changes	Approval Date
7.1	Dean	Major re-write of policy and procedure	
7.2 09 Aug 2024	Dean	6. Forms of Assessment 8. Timing and Weight of Assessment 9. Requirements to pass a unit	
7.3 08 July 2025	Ceo and President	6. Forms of Assessment 8. Timing and Weight of Assessment 9. Requirements to pass a unit 10. The Grading System Assessment Procedure: Student Roles and Responsibilities 4. Submission of Assessment Items 9. Requirements for Successful Completion of a unit of Study 10. Grades 12. Grade Point Average (GPA) 13. Academic Excellence Awards 15. Group Assessment Appendix A Assessment Appeal Procedure	
7.4 18 Nov 2025		6. Forms of Assessment 8. Timing and Weight of Assessment 9. Requirements to pass a unit 10. The Grading System Assessment Procedure: Student Roles and Responsibilities 4. Submission of Assessment Items 9. Requirements for Successful Completion of a unit of Study 10. Grades 12. Grade Point Average (GPA)	

		13. Academic Excellence Awards 15. Group Assessment Appendix A Assessment Appeal Procedure Addition: Assessment procedure for Staff	
7.5		The Grading System - Removal of pass conceded (Page 8) Penalties for Late submissions and extensions (Page 10) 3. Assessment Feedback (Page 11)	6 July 2026

