



## **B/3.1 Assessment Policy and Procedure**

### **1. Purpose**

To establish and implement the principles of [Assessment](#) within the AVA Chartered Veterinary Practitioner™.

### **2. Scope**

This policy applies to all:

- AVA staff or contracted teaching staff engaged in any aspect of [Assessment](#) in [Courses](#) delivered by or on behalf of the Australian Veterinary Association within the AVA Chartered Veterinary Practitioner™; and
- [AVA CVP Students](#) engaged in any aspect of [Assessment](#) in [Courses](#) delivered by or on behalf of the Australian Veterinary Association within the AVA Chartered Veterinary Practitioner™.

This policy does not apply to the [Assessment](#) components of any other AVA program or education offering. This policy does not apply to education offerings provided by organisations external to the AVA for which continuing professional development points ([CPD points](#)) are credited to the CPD requirement for AVA CVP accreditation.

### **3. Policy Statement**

The AVA is committed to high quality [Assessment](#) practices. The principles and procedures set out below form the basis for culture and practice within the AVA Chartered Veterinary Practitioner™ and guide the process of [Assessment](#) design, implementation, evaluation and improvement.

The principles are informed by the *Higher Education Standards Framework (Threshold Standard) 2021*, which is made under the *Tertiary Education Quality and Standards Agency Act 2011*, and represent evidence-based sector good practice, while acknowledging the AVA context.

[Assessment](#) is an integral part of [AVA CVP Students'](#) learning within the Australian Veterinary Association's (AVA) education offerings. [Assessment](#) within the AVA Chartered Veterinary Practitioner™ is purposefully designed to be challenging, realistic, and meaningful to promote learning outcomes and employability, consistent with the AVA Chartered Veterinary Practitioner™ program-level learning outcomes and [AVA CVP Student](#) experience within the veterinary profession.

The AVA adopts an authentic, whole of program approach to [Assessment](#). All [Assessment](#) in [Courses](#) is linked to the program aims and program learning outcomes and engages [AVA CVP Students'](#) to

develop skills and capabilities relevant to the context of their veterinary practice and the veterinary profession.

**Feedback** enhances **AVA CVP Students'** capabilities within and across **Courses** to make judgements about the progress and quality of their work and the work of others. Effective **Feedback** (via **Formative Assessment** tasks and **Summative Assessment** items) assists **AVA CVP Students** with meeting specified learning outcomes, encourages a critical and reflective approach to learning, supports development of professional identity, and encourages a strategic approach to future learning. It enables **AVA CVP Students'** transformation to independent learner and further develops their ability to become confident self-evaluators.

The AVA is mindful that **Assessment** be carefully designed to balance **AVA CVP Student** and AVA CVP teaching staff workload within and across **Courses** taught. Accordingly, the quantity of assessed work is consistent within and across **Courses** within the AVA Chartered Veterinary Practitioner™. **Assessment** is designed to be manageable for AVA CVP students to complete and for AVA CVP teaching staff to assess within the timeframes of the relevant teaching period and is timed to maximise opportunities for developmental **Feedback**.

#### **4. Principles**

The **Assessment** principles apply equally and should be read jointly. They do not stand alone, but must be considered within the overall curriculum design and be supported by effective teaching and learning strategies. Disciplinary norms and standards will inform the way the principles are applied.

**Assessment** design begins at the AVA Chartered Veterinary Practitioner program level to ensure a deep understanding of the concepts required within the program of learning as a whole. As such, the principles are intended to be applied at this level.

- 4.1 AVA CVP teaching staff be supported to apply the **Assessment** principles and engage in effective **Assessment** practices by the AVA, through the AVA Education team and the AVA CVP Academic Program Director.
- 4.2 The AVA will provide adequate technologies and infrastructure to support AVA CVP teaching staff in engaging in effective **Assessment** practices.
- 4.3 Course-based **Assessment** be formulated in meaningful relationship to each other, and to **Assessment** in related **Courses**, and to the AVA Chartered Veterinary Practitioner program level learning outcomes.
- 4.4 **Assessment** and **Feedback** be designed to promote deep learning, build learners' capabilities for self-evaluation and independent and lifelong learning.
- 4.5 **Assessment** and **Feedback** are equitable and inclusive of all intended participants, enabling all learners to demonstrate, to the best of their ability, their achievement of learning outcomes, and take account of reasonable adjustments for individual students where appropriate information about **Assessment** processes (such as moderation and grading) is transparent and plainly communicated to students.

4.6 [Assessment](#) and [Feedback](#) are valid, aligned, and reliable in enabling and confirming the achievement of standards and stated [Program](#) and [Course](#) learning outcomes by learners.

## 5 Procedures

### 5.1 Typical Course-based Assessment pattern

[Assessment](#) must be designed in a way that ensures [Assessment](#) in individual [Courses](#) complies with a typical [Course Assessment](#) pattern.

For a 150 CPD point course:

- The maximum weighting of an individual [Assessment Item](#) is 60% of the total [Summative Assessment](#) for the [Course](#).
- The minimum weighting of an individual [Assessment Item](#) is 10% of the total [Summative Assessment](#) for the [Course](#).
- The combined maximum weighting for test and/or quiz (i.e., knowledge check) [Assessment Item\(s\)](#) is 20% of the total [Summative Assessment](#) for the [Course](#).
- A minimum of three and maximum of five [Summative Assessment](#) items.
- Case-based scenario assignments are encouraged as [Summative Assessment](#).
- Case logs and video uploads may be included as evidence of practical competency.

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For a 50 CPD point course:

- The maximum weighting of an individual [Assessment Item](#) is 60% of the total [Summative Assessment](#) for the [Course](#).
- The minimum weighting of an individual [Assessment Item](#) is 10% of the total [Summative Assessment](#) for the [Course](#).
- The combined maximum weighting for test and/or quiz (i.e., knowledge check) [Assessment Item\(s\)](#) is 20% of the total [Summative Assessment](#) for the [Course](#).
- A minimum of two, and maximum of three [Summative Assessment](#) items.
- Case-based scenario assignments are encouraged as [Summative Assessment](#)
- Case logs and video uploads may be included as evidence of practical competency.

### 5.2 Teamwork in Assessment

Teamwork is encouraged as a method of peer-to-peer learning and to replicate collaborative work practices in a real-world setting. However, teamwork must only be used as [Formative Assessment](#).

### 5.3 Examination in Assessment

The use of examinations as a formal [Assessment](#) item in [Summative Assessment](#) for the [Course](#) will only be supported where there is a direct link between the use of an examination method and the [Program](#) and [Course](#) learning outcomes.

The use of knowledge check [Assessment](#) that provides for a real-life format, i.e., using a short open-book, multi-attempt with feedback assessment items at the end of a topic, that are clearly linked to [Course](#) learning outcomes is an appropriate alternative method to examinations.

## 5.4 Standards-based approach to Assessment

**Assessment** at the AVA is conducted with reference to **Program** and **Course** learning outcomes and clearly defined standards of performance.

Assessment criteria for **Assessment** items reflect what students are expected to learn through those **Assessment** items. Performance descriptors reflect the expected standards of performance of the **Assessment** criteria relative to the level of **Assessment**, (i.e., introductory, developing mastery, capstone).

Standards are differentiated to transparently and consistently calibrate with the achievement descriptors outlined in *B/3.2 Grading Policy and Procedure*.

## 5.5 Assurance of achievement standards in Assessment

Achievement standards refer to the quality of learning demonstrated by a student, with respect to knowledge, skills, and abilities, through the **Summative Assessment** they complete in **Courses**. AVA monitors the quality of student learning in **Courses** and the AVA Chartered Veterinary Practitioner™ by assuring achievement standards.

Assuring achievement standards is a scheduled cyclical practice conducted according to *B/3.5 Assurance of Achievement Standards Procedure*.

Internally this involves the AVA CVP Learning and Teaching Committee, **AVA CVP Academic Program Director**, **AVA CVP Program Manager** and teaching staff interacting and collaborating to:

- validate **Assessment** tasks and the standards and criteria by which they will be assessed; and
- calibrate and moderate results, in the process of marking and grading, including ensuring the comparability of the application of standards across multiple markers.

Externally this may involve independent and knowledgeable peers or recognised authoritative groups (such as professional and industry bodies) in the review and calibration of AVA's standards in comparison to other institutional settings and professional contexts.

## 5.6 Communication to students about Assessment and Feedback

Students are entitled to:

- timely, complete and accessible information about **Assessment**, including examinations, through publication of **Course** outlines and additional **Course** information.
- timely access to **Feedback** on, and the results of, their own individual **Assessment** items, including examinations.

## 5.7 Student submission of Assessment items

AVA requires students to submit **Assessment** work via the specified means by the due date and time set for submission so that it may be marked against **Assessment** criteria, with **Feedback** returned in a

timely (normally two weeks from the [Assessment](#) Item due date) manner to support their future learning. Students must meet [Assessment](#) timeframes unless special circumstances prevent this occurring, and an academic concession is granted.

## 5.8 Clarification and support

An [AVA CVP Student](#) may ask questions, seek clarification, or request an interpretation of any aspect of an [Assessment Item](#). [AVA CVP Students](#) who are uncertain about the requirements of an [Assessment Item](#) should contact the Course Coordinator so that any issues can be clarified.

To ensure fairness and transparency in the [Assessment](#) process, where clarification and support has been provided to an [AVA CVP Student](#) and the feedback is relevant to all [AVA CVP Students](#) in the cohort, it will be communicated through a My Learning forum post. Feedback will be de-identified.

## 5.9 Late submission of Assessment

Unexpected situations may occur that impact the ability of [AVA CVP Students](#) to complete [Assessment Items](#). Where exceptional circumstances prevent an [AVA CVP Student](#) from submitting an [Assessment Item](#) by the submission deadline, [AVA CVP Students](#) may apply for an extension. The application must be supported by documentary evidence.

Requests are assessed against the *B/3.5 Assessment of Special Circumstances Procedure*. Decision-making is informed by relevant guidelines. Where an application is unsuccessful, [AVA CVP Students](#) may request a review of the [Decision](#) in accordance with the Student Grievance Resolution Procedure.

Requests for extensions normally need to be submitted by the [Assessment](#) submission deadline. Extension requests submitted after the deadline are only accepted where an [AVA CVP Student](#) can provide evidence in accordance with the *B/3.5 Assessment of Special Circumstances Procedure* that it was not possible to submit a request prior to the submission deadline.

Unless otherwise defined in the [Course Profile](#), the submission deadline may be extended by one week. [AVA CVP Students](#) may submit requests for longer extensions in accordance with the *B/3.5 Assessment of Special Circumstances Procedure*. Longer requests may result in a [Deferred Assessment](#). If the extension date is after the last teaching day of the [Teaching Period](#), the [Assessment](#) will be considered a [Deferred Assessment](#).

The [AVA CVP Academic Program Director](#) makes academic judgements regarding [Assessment](#) extension timeframes at the beginning of the [Teaching Period](#) and these [Decisions](#) are administratively applied during the [Teaching Period](#). Where there are [Special Circumstances](#), requests may be escalated to the [AVA CVP Academic Program Director](#) during the [Teaching Period](#).

If an [Assessment](#) is submitted after the published deadline without an approved extension of time, the available [Mark](#) will be reduced consequently. In this case, the available [Mark](#) is reduced by 10% (of the original available [Mark](#)) for each calendar day or part day that the [Assessment](#) is late. An [Assessment](#) submitted more than one (1) week after the submission deadline will have a [Mark](#) of zero recorded.

In some instances, such as non-replicable [Assessments](#), late submission is not possible. If late submission of [Assessment Items](#) in a [Course](#) is not an option, details are clearly communicated to [AVA CVP Students](#) through the Assessment section in My Learning. This will also be outlined in the Course Profile. AVA CVP Students can still apply for a [Deferred Assessment](#) under the [Special Circumstances](#) provision outlined above.

### 5.10 Deferred Assessment

An [AVA CVP Student](#) may be eligible for a [Deferred Assessment](#) where exceptional circumstances beyond their control have either significantly impacted their preparation and performance or prevented the [AVA CVP Student](#) from attempting or submitting an [Assessment Item](#).

[AVA CVP Students](#) may request a [Deferred Assessment](#). The application must be supported by documentary evidence. Requests are assessed in accordance with the *B/3.5 Assessment of Special Circumstances Procedure* and relevant Guidelines and administratively applied. Requests may be escalated to the [AVA CVP Academic Program Director](#) for approval.

Where an application is unsuccessful, [AVA CVP Students](#) may request a review of the [Decision](#) in accordance with the *C/8.2 Student Grievance Resolution Procedure*.

Requests normally need to be submitted by the [Assessment](#) submission deadline. Requests submitted after the [Assessment](#) submission deadline are only accepted where an [AVA CVP Student](#) can provide evidence in accordance with the *B/3.5 Assessment of Special Circumstances Procedure* and relevant guidelines that it was not possible to submit a request prior to the submission deadline.

If an [AVA CVP Student](#) is offered a [Deferred Assessment](#), they will be given at least two weeks' notice of the submission deadline for [Assessments](#). The [Deferred Assessment](#) will be equivalent, but may not be identical to, the original [Assessment Item](#); and assess the same knowledge or skills.

Where an [AVA CVP Student](#) is granted a [Deferred Assessment](#), they will receive a temporary [Grade](#) of Deferred Assessment (DA).

An [AVA CVP Student](#) will not be offered a [Deferred Assessment](#) if the AVA CVP Student will fail the [Course](#) irrespective of the outcome of the [Deferred Assessment](#).

The [Final Grade](#) of an [AVA CVP Student](#) will be calculated using the [Mark](#) awarded for the [Deferred Assessment](#).

### 5.11 Supplementary Assessment

A [Supplementary Assessment](#) is an exceptional, additional [Assessment Item](#) that may be offered to an [AVA CVP Student](#) who has achieved a final [Mark](#) for the [Course](#) of at least 45% and less than 50%.

[AVA CVP Students](#) are not able to apply for [Supplementary Assessment](#).

If an [AVA CVP Student](#) is offered a [Supplementary Assessment](#), they will be given at least two weeks' notice of the submission deadline for [Assessments](#). The [Mark](#) for the [Supplementary Assessment](#) will

determine the **Final Grade** for the **Course**. Where **AVA CVP Students** are granted a **Supplementary Assessment**, they will:

- receive a temporary **Grade** of Supplementary Assessment (SA); and
- receive a **Final Grade** for the **Course** of Satisfactory (S) if they pass the **Supplementary Assessment Item**; or
- receive a **Final Grade** for the **Course** of Unsatisfactory (U) if they do not pass or do not attempt the **Supplementary Assessment Item**.

## 5.12 Marking

Rubrics are used to mark **Assessment Items** to ensure a consistent, fair and reliable process for all **AVA CVP Students**.

Where multiple markers grade the same **Assessment Item**, a moderation process is employed to ensure markers grade to the same standards.

Markers will have the appropriate qualification, experience, knowledge and skill to assess **AVA CVP Student** achievement.

## 5.13 Feedback

Feedback is provided for submitted **Assessment Items**. It is guided by the **Assessment** rubric and is timely, constructive and specific.

**Feedback** and **Marks** are returned to **AVA CVP Students** as soon as practicable to ensure that feedback is received before subsequent or related **Assessments** are due. The assessment schedule provides specific timelines.

For a final **Assessment Item** where feedback does not inform the submission of subsequent or related **Assessment Items**, feedback will be provided no later than the **Final Grades** release date.

Normally, feedback will be released to **AVA CVP Students** through My Learning.

## 6. References

Nil.

## 7. Schedules

This policy must be read in conjunction with its subordinate schedules as provided in the table below.



## 8. Policy Information

Accountable Officer	Chief Executive Officer
Responsible Officer	Head, Education
Policy Type	AVA Chartered Veterinary Practitioner™
Policy Suite	AVA CVP Learning and Teaching
Subordinate Schedules	
Approved Date	19 September 2021
Effective Date	9 November 2022
Relevant Legislation	Relevant International, Australian, and State and Territory Privacy Acts  Right to Information Act
Related Policies	B/2.1 Curriculum Design Policy and Procedure  B/2.2 AVA Chartered Veterinary Practitioner Attributes Policy  C/3.2 Grading Policy and Procedure
Related Procedures	B/3.5 Assurance of Achievement Standards Procedure  C/8.2 Student Grievance Resolution Procedure  E/2.1 AVA Chartered Veterinary Practitioner™ Fee Schedule
Related forms, publications and websites	<a href="https://www.ava.com.au/AVA-Chartered-Veterinary-Practitioner/">https://www.ava.com.au/AVA-Chartered-Veterinary-Practitioner/</a>
Definitions	<p><b>Terms defined in the Definitions Dictionary</b></p> <p><b>Assessment</b></p> <p>Work (e.g., an examination, written task, project, practical) which a CVP Student is required to complete for educational purposes, including to permit grading.</p> <p><b>Assessment Item</b></p> <p>An individual Assessment task as outlined in the Assessment schedule for a Course. Assessment Items may consist of Assignments or Formal Examinations and may be Formal, Informal, Formative or Summative in nature.</p> <p><b>AVA</b></p>



	<p>The term 'Association' or 'AVA' means the Australian Veterinary Association Limited.</p> <p><b>AVA CVP Academic Program Director</b></p> <p>The AVA CVP Academic Program Director is the academic professional responsible for managing, coordinating and overseeing the delivery of learning, teaching, and evaluating the AVA Chartered Veterinary Practitioner™.</p> <p><b>AVA CVP Program Manager</b></p> <p>The AVA CVP Program Manager is the administrative professional responsible for managing, coordinating and overseeing learning and teaching production, student management, and accreditation within the AVA Chartered Veterinary Practitioner™ and associated projects.</p> <p><b>AVA CVP Student</b></p> <p>A person who is admitted to the AVA CVP Education Pathway offered by the AVA and is:</p> <ul style="list-style-type: none"> <li>• currently enrolled in one or more Courses; or</li> <li>• not currently enrolled but is on approved leave of Absence or whose Admission has not been cancelled.</li> </ul> <p><b>Course</b></p> <p>A discrete element of a program, normally undertaken over a single Teaching Period, in which the AVA CVP Student enrolls and on completion of which the AVA CVP Student is awarded a Grade.</p> <p><b>CPD Points</b></p> <p>Continuing Professional Development Points (CPD Points) are used within the AVA Chartered Veterinary Practitioner to measure study load. CPD points are used to provide a guide to the amount of work a course may involve (including hours of coursework, all forms of teaching contact, Assessment tasks and private study for an average student).</p> <p><b>Deferred Assessment</b></p> <p>An Assessment Item offered by the Course Coordinator to AVA CVP Students on the basis that they could not submit a scheduled Assignment due to Special Circumstances. In the situation where the Course Coordinator requires students to submit an Assignment prior to the last date for submitting Final</p>
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	<p>Grades for the Course an extension should be granted rather than a deferral.</p> <p><b>Feedback</b></p> <p>The instructional practice of providing specific feedback to students regarding their responses, assessments, etc., that is more than just whether something is correct or incorrect. This feedback is provided to help students understand what they did right and how they can improve.</p> <p><b>Final Grade</b></p> <p>A Final Grade is a code that normally represents the outcome of the Assessment of an AVA CVP Student's performance against the learning objectives of a Course but may reflect the outcome of an applicable administrative process.</p> <p><b>Formative Assessment</b></p> <p>Formative Assessment (or Assessment for learning) is used to monitor student learning and provides Feedback to students to assist them in improving their learning outcomes.</p> <p><b>Mark</b></p> <p>An indication of mastery or non-mastery of an assessment task that takes the form of a numerical value.</p> <p><b>Policy</b></p> <p>A high-level strategic directive that establishes a principle based approach on a matter. Policy is operationalised through Procedures that give instructions and set out processes to implement a Policy.</p> <p><b>Program</b></p> <p>The sequence of study leading to the completion of mandatory training.</p> <p><b>Special Circumstances</b></p> <p>Matters which are, in most cases, beyond the control of an AVA CVP Student and which will impact their capacity to progress with their planned program of study or meet a submission deadline. In some legislation, Special Circumstances are referred to as “compassionate and compelling circumstances”.</p> <p><b>Summative Assessment</b></p>
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	<p>Summative Assessment (or assessment of learning) evaluates student learning outcomes against specified standards or criteria, providing the basis for grading and reporting student achievement.</p> <p><b>Supplementary Assessment</b></p> <p>A Supplementary Assessment is an exceptional, additional Assessment Item that assesses any area the AVA CVP Student is yet to demonstrate an acceptable level of achievement relative to the Course Learning Outcomes.</p> <p><b>Teaching Period</b></p> <p>The period during which a Course is offered.</p> <p><b>Definitions that relate to this policy only</b></p> <p>Nil.</p>
Keywords	Assessment, Summative Assessment, Formative Assessment, Feedback
Record No	

Complying with the law and observing AVA Policy and Procedure is a condition of working for, and volunteering with, the Australian Veterinary Association.