ASSESSMENT PROCEDURE

Approving Authority	Executive Management Team
Purpose	This procedure provides the processes for the design, delivery and implementation of assessment of students.
Responsible Officer	Academic Dean
Next Scheduled Review	August 2026
Document Location	http://www.ozford.edu.au/higher-education/policies-and-procedures/
Associated Documents	Assessment Policy Academic Appeals Policy and Procedure Academic Integrity Policy and Procedure Assessment Moderation Policy and Procedure Academic Progress Policy and Procedure Conferral of Academic Qualifications Policy and Procedure Course and Unit Development, Approval and Review Policy and Procedure Credit Transfer and Articulation Policy and Procedure Diversity and Equity Policy and Procedure Equivalence of Professional Experience and Academic Qualifications Policy Records Management Policy and Procedure Special Consideration Policy and Procedure Student Code of Conduct Policy and Procedure Student Consultation Policy and Procedure Student Grievances and Appeals Policy and Procedure Student Support and Services Policy and Procedure Work Integrated Learning (WIL) Policy and Procedure

1. PRINCIPLES

The Ozford Institute of Higher Education's (hereafter referred to as the "Institute") framework for the design, delivery and implementation of assessment of students is designed to contribute to high quality learning by students, and to allow for quality assurance and the maintenance of high academic standards to ensure the integrity of the Australian Qualification Framework (AQF) level of the registered course and to ensure that the academic standards of the Institute are maintained and safeguarded.

The Institute's approach to assessing the progress and achievement of students against course and unit learning outcomes must be of a high quality, effective and acceptable to stakeholders, including professional bodies and students. The Institute places the highest possible value on academic integrity and undertakes its assessment in this context.

The **Assessment Policy** and this procedure should be read in conjunction with the Academic Integrity Policy and the other policies listed in the Associated Documents as part of this policy. The purpose of this policy is to ensure that the Institute has an assessment system that meets the requirements of the AQF and *Higher Education Standards Framework (Threshold Standards) 2021* for developing, conducting and moderating assessments.

The Institute ensures that all methods of assessment are consistent with the learning outcomes being assessed and are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect

the level of student attainment. 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.

As assessment inevitably shapes the learning that occurs, what students learn and how they learn it, and must reflect the requirements of the unit. Assessment is designed to:

- encourage and reinforce learning through feedback that is clear, informative, timely and relevant;
- be fair and equitable for all students, particularly Aboriginal and Torres Strait Islanders, students with disabilities or students from culturally diverse backgrounds;
- enable robust and fair judgements about student performance;
- be authentic and meaningful;
- maintain and protect academic standards;
- ensure students have reasonable redress in cases where they feel that an injustice has occurred in relation to assessment;
- ensure results are promptly and accurately documented;
- ensure the quality of the units and courses is continually improved; and
- ensure accountabilities to regulatory bodies, industry/employers and the wider community are met.

The Institute's assessment must satisfy the following principles of assessment:

- Assessment is authentic, transparent and equitable
- Assessment is reliable, and assures learning
- Assessment design promotes academic integrity
- Assessment is standards-based
- Assessment is designed to enable a course-based approach

2.   SCOPE

This procedure applies to

- students enrolled in all accredited courses and units of study;
- staff developing and delivering accredited courses and units of study; and
- staff involved in assessment of accredited courses.

3.   DEFINITIONS

Academic Misconduct:
Academic misconduct refers to cheating, plagiarism and any other conduct by which a student seeks to gain an academic advantage for them or for any other person which they are not entitled to; or where this conduct unfairly disadvantages another student. Academic misconduct is a breach of Academic Integrity, intentional or unintentional. It involves any activities and practices that:

- Undermine the integrity of assessments;
- Misrepresent academic outcomes; or
- Seek to gain an unauthorised or unfair academic advantage over others.

Examples of such breaches are cheating, contract cheating, plagiarism, submitting an assessment prepared by others or by Artificial Intelligence (AI), collusion, copying from other persons' work, cheating in exams, fabrication or falsification of information, and offering or accepting bribes or favours for grades or admission.

Assessment

The process of forming a judgement on the quality and extent of student achievement or performance and, therefore, by inference, is a judgement about the learning itself.

Assessment system

A coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Assessment.

Assessors

Persons who assess a learner's performance in accordance with AQF and unit requirements. Assessors have one AQF qualification level above the level of the unit they are assessing or equivalent professional experience in accordance with the *Equivalence of Professional Experience and Academic Qualifications Policy*.

Assessment Task

An assessment task is one that has been prescribed to be completed by students and is assessed as part of the final grade for a unit of study.

At Risk

This is where, for whatever reason, a student is considered as potentially not meeting the course progression requirements. 'At-risk students' are defined as:

- students who, at enrolment, are considered potentially at risk of non-completion without an academic support program.
- students in their first study period who have been identified as at risk of non-completion of a unit through the failure or non-submission of an assessment item.
- a student who fails more than 50% of a study load (equivalent full-time study load) in any study period for the first time or a student who fails the same unit for the second time.
- students who have experienced 'educational disadvantage' (because of illness, disability, disrupted education, family problems or misadventure).
- any students who have been referred directly by an academic staff member.

Credit Transfer

Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications (source: AQF Credit Transfer: An Explanation).

Intervention Strategies:

This is an action plan that is implemented for an at-risk student to mitigate the likelihood of the student being assessed as making unsatisfactory progress.

Moderation:

The quality review of the assessment process. Moderation involves checking that the assessment task/s are valid, reliable, sufficient, current and produce/s authentic evidence to enable reasonable judgements to be made about whether the course and learning outcomes of the unit are met. It includes reviewing a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tasks, processes and/or outcomes and acting upon such recommendations.

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Plagiarism:

Plagiarism refers to claiming someone else's ideas or words to be one's own without acknowledging the source. Plagiarism is one form of academic misconduct, and students and staff are expected to avoid it by doing their own work, acknowledging all sources of information and ideas and acknowledging all group members when group work is concerned.

Recognition of Prior Learning

Recognition of prior learning (RPL) is an assessment process that involves the assessment of an individual's relevant prior learning to determine the credit outcomes of an individual credit application. The AQF Glossary of Terminology defines the forms of learning as follows;

- Formal learning – learning that takes place through a structured program of learning that leads to full or partial achievement of an officially accredited course.
- Informal learning – learning gained through work, social, family, hobby or leisure activities and experiences. It is not organised or structured in terms of objectives, time or learning support.
- Non-formal learning – learning that takes place through a structured program of learning but does not lead to an officially accredited qualification.

Work Integrated Learning

Work Integrated Learning is an umbrella term for a range of experiential educational activities outside the Institute's campus that integrate theoretical learning with its application to workplace and business.

4.   PROCEDURE

DESIGN OF ASSESSMENT

4.1   The Academic Dean or their delegate is responsible for planning and ensuing assessment is designed for the units in each course.

4.2   The following table provides a list of the assessment tasks normally used for units of study:

Assessment Task	Application
Class Test	- A class test is normally a written text administered during normal, timetabled class time (such as in a tutorial). - The purpose of a class test is to provide early feedback to students on their progress and also to identify students who may be at risk of failing, so that appropriate intervention strategies can be implemented. - A class test is normally administered in the early part of a trimester (typically in week 5). - A class test will normally comprise multiple choice, short answers and in some cases, practical questions. - A class test should not normally exceed 20% of the total marks allocated for a unit.
On-line Test or Quiz	- An on-line test or quiz refers to an assessment task that is administered on-line. - An on-line test normally refers to a lecturer/tutor administered test using Moodle or other electronic means.

Assessment Task	Application
	• An on-line quiz normally refers to a quiz which is administered or accessed by a third party website.
Written Assignment	• A written assignment is an assessment task for students to complete outside of normal timetabled class times. • It may be in the form of a case study, research task, practical questions or other specified questions. • A written assignment must conform to the maximum word limits prescribed in this procedure. • A written assignment will normally be specified for group or individual submission. • To ensure the demonstration of individual student learning in group assignments students will be required to complete either an individual component of the assignment or a reflective piece. Within each option students will be required to actively participate in group activities with this to be demonstrated by the maintenance of a meeting log including a record of the allocation of tasks and the timeframe for completion of set tasks. This assessment method will be supported by a set of instructions outlining the process for the successful completion of the assignment such as assignment topic, instructions and questions, and an appropriate marking rubric. This will be supplied to students and staff though staff will also be responsible for the creation of an assignment solution.
Oral Class Presentation	• An oral class presentation refers to a student presentation made during normal timetabled class time as an assessment task. • Oral presentations may be group or individual. If a group presentation, the group should share the presentation. • Oral presentations normally (but not always) are part of a written assessment task.
Group Assessment Task (or Assignment)	• An assessment task which is submitted by two or more students as a collaborative piece of assessment. • Group assessment tasks are used to address the Graduate Attribute of *teamwork*. • Group assessment tasks should not be overused, but when used offer several advantages including: • Peer learning can improve the overall quality of student learning. • Group work can help develop specific generic skills sought by employers (such as teamwork).
Examination	• An examination normally refers to an end of trimester assessment task. • Examinations are formally administered during the nominated exam period at the end of the trimester (normally during week 13 but may be week 14).

Recognition of Prior Learning Assessment	• An assessment of an individual's formal, informal or non-formal prior learning which may include:
	   o review of evidence supplied by the student
	   o questioning (oral or written)

Assessment Task	Application
	o observation of performance in work-based and/or simulated environments
	o challenge examinations/assessments
	o consideration of third-party reports and/or other documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
	o consideration of a portfolio and review of contents
	o participation in structured assessment activities that individuals would normally be required to undertake if they were enrolled in the qualification components.

4.3   Assessment design will consider:
- support for student transition at key stages of the curriculum, including undergraduate first year, by building foundation knowledge and skills and providing an introduction to the field
- progressive construction of student knowledge and skills
- constructing opportunities for students to receive, reflect on and use feedback, and
- the learning outcomes specified for each course.

4.4   Assessment tasks must:
- be consistent with the relevant course and unit learning outcomes and the assessment requirements for the unit.
- clearly link teaching objectives, content, learning and teaching activities and intended learning outcomes at the unit level;
- define the assessment methodology. Assessment methods that may be used solely or jointly include:
  - o   *Peer assessment* – the assessment task is assessed on the basis of evaluations submitted by each student. This method is particularly useful when the learning outcomes are related to the experience of working in a team, to evaluate individual contributions as a means of moderating grades and to encourage critical, reflective learning.
  - o   *Formative assessment* – assessment by the teacher/tutor based on observation of the groups at different stages of the task.
  - o   *Summative assessment* – assessment on the basis of a seminar presentation and/or written report. This may be more appropriate for higher level units.
- be designed, as far as practicable, to be fair, equitable, inclusive, objective and auditable and accessible by, and meet the needs of the Institute's diverse student cohort and allow all students to participate in the assessment task with, or without, reasonable adjustments. Factors to consider include cultural sensitivities, whether the student cohort includes Aboriginal or Torres Strait Islander students, environmental sustainability as indicated in the strategic plan of the Institute, special needs and flexible approaches to delivery and assessment.
- be balanced to provide diagnostic, timely and meaningful feedback on formative assessment tasks, as well as summative judgments about academic performance. Formative assessments normally form part of the tutorial and/or additional activities. Early assessment of performance may assist in identifying students 'at risk' and addressing academic performance issues.

be designed to accurately evaluate the knowledge and skills, and the application of knowledge and skills, that a student has obtained up to the point at which the task is completed.

4.5   Each assessment component will be assigned a weighting, expressed in terms of the percentage of the total mark in the unit that is appropriate.
- No single assessment task, including end-of-unit assessments and examinations, is weighted more than 60% of the overall unit result. Assessment requirements of accreditation bodies, , portfolios, project-based assessments are exempt from this requirement.
- The maximum weighting for the collective component of a group assessment is 50% of the mark for the unit.
- Quizzes and end-of-unit assessments that are administered online, are unsupervised and automatically computer-marked do not comprise more than 20% of the total unit mark. A strong rationale is required for an exemption, which may include:
  o   that the questions require complex or higher-level student thinking and response
  o   that there is a need for students to demonstrate foundational or threshold knowledge
  o   that the same outcomes are assessed elsewhere in the degree using a different assessment mode.

4.6   For each unit, the assessment will have:
- clear advice to students as to how the unit(s) will be assessed;
- assessment tasks for the unit(s) that are consistent with and meet the requirements of the unit(s);
- a mapping of each assessment task against the unit learning outcomes;
- a clear set of assessment criteria and model answers for each assessment task;
- an assessment record sheet for each assessment task;
- an overall assessment record sheet for the unit to show participant achievement against each of the specified assessment tasks, signed by the assessor; and

4.7   The following information will be prepared and supplied by Academic staff to students:
- the purpose and context of the assessment;
- the method of assessment and evidence required of the relative weighting of assessment tasks;
- timelines for assessment, including dates by which the assessment is due;
- procedures for submitting assessments, such as completing and signing the assessment cover sheets;
- timelines for the return of assessments and feedback (tests, exams, portfolios, reports);
- the expected attendance requirements;
- the penalties for work submitted after the due date;
- the relevant information for submission of assignments, such as type, format, evidence required and examples;
- the details of resources, equipment and materials which can be accessed;
- alternative approaches to assessment where applicable;
- advice to retain a copy of submitted work;
- reassessment processes;
- policy statements in relation to plagiarism and academic misconduct; and
- academic integrity requirements.

4.8   Assessment arrangements must ensure that reliable and consistent judgments about student performance are made. Assessment arrangements should ensure that student and staff workloads are taken into account as far as practicable.

4.9   The assessment requirements must be relevant to the unit and may include, but are not limited to, tasks of the following types: assignments, portfolios of evidence, essays, student presentations, reviews, practical reports, written examinations or tests, open-book examinations, group assessments, computer-based assessments, oral tests, class quizzes, role-plays, short answer tests, experimental activities, simulations, clinical experiences, multiple-choice tests, practical exercises, presentations, workplace observations and other assessment strategies.

4.10   As far as possible, the same assessment task and questions will not be set for subsequent offerings of the same unit.

4.11   Requirements for each unit will be moderated as set out in the **Assessment Moderation Policy and Procedure** to ensure there is a strong relationship between the teaching strategies, learning outcomes expected and the assessment requirements

Written Assessment word limits

4.12   The word limit of an assessment task should be determined based on the weighting of the task and the level of the unit. The word limits should ensure that students are fairly assessed but also to ensure that assessment is not an unnecessary burden on students.

4.13   The Unit Profile for each unit should specify the word limit for assessment tasks where this is relevant.

Examinations

4.14   Examinations occur in the end-of-unit assessment period and:
   - are supervised
   - are delivered online or on-campus
   - permit students to access either
      o   no resources OR
      o   specified resources OR
      o   all resources (there are no restrictions on the permitted resources students may access during the assessment; excluding use of contract cheating sites, artificial intelligence content generation sites, resources that compromise the purpose of the assessment task and help from peers or others (unless otherwise outlined in the assessment instructions).

4.15   Examinations typically:
   - have a set start time with a specified time limit (e.g. a minimum of one hour to a maximum of two hours) (where a set start time is used a second start time may be required for specific cohorts), OR
   - allow students to start at any time within a specified time window (e.g. 24 hours) but with a specified time limit OR
   - allow students to start at any time and finish any time within a specified time window.

4.16 End-of-unit assessments and examinations that have a specified time limit typically include an additional student reading time. For online end-of-unit assessments and examinations an additional 15 minutes for potential technology issues is also provided, totalling 30 additional minutes.

4.17 End-of-unit assessments and examinations may also include practical, oral and performative tasks. These can be delivered online or on-campus, with marking either during or post-delivery. Approval for these assessment tasks and the rules for administering them are the responsibility of the Academic Dean.

4.18 All quizzes, assessments and examinations:
- have time limits appropriate to the task and unit that take into account the time it would take a well-prepared student to answer the questions
-
- will not use questions that are publicly available when the assessment is unsupervised, and computer marked
- will not release answers until the assessment period is finished. If the answers to questions are released, the questions will not be re-used in subsequent unit offerings.

4.19 Draft examination papers will be moderated to reduce the incidence of error including:
- includes appropriate coverage of content including weighting of the topics covered
- is targeted at the appropriate level
- is of appropriate length
- uses inclusive language
- contains clear, unambiguous instructions
- is free of repetition and errors and includes any specified additional items (eg tables, diagrams).

4.20 Where one or more of the assessment tasks for a unit is an examination, the students will be provided with a clear statement of what is expected for the examination. This information will:
- normally be provided in the published unit outline
- will include the weighting of the exam in relation to the overall assessment
- the duration of the exam
- special rule(s) that apply to the examination

4.21 A separate examination paper will be prepared where students may be required to sit the examination in more than one timeslot, for example, for deferred and supplementary examinations and externally supervised examinations taken in different time zones.

4.22 An examination timetable will be produced and published prior to the main examination periods.
- duration of examinations will be as per the course/unit information
- to maximise efficiencies of the examination room/venue and exam slots, examinations will be of suitable lengths to restrict differing durations in the same examination room/venue at the same time, where reasonably possible
- examinations may be scheduled on any day within the examination period
- every effort will be made to minimise the number of:
  o Examination clashes for students
  o Back-to-back examinations for students

Use of Resource Material in Assessment

4.23   Students may, under certain conditions, be permitted to use resource materials during an assessment. Resources may include dictionaries (including English–foreign language and electronic dictionaries), calculators, textbooks, reference books or student notes.

4.24   Academic Staff are required to specify the resource materials that will be permitted in any examination on the front page of the exam paper. This information must be provided to students before the assessment or examination and must also be provided to students in the examination room.

4.25   A discrepancy between the information about permissible resource materials conveyed to students before and during the examination may form grounds for appeal by students.

4.26   It is the invigilators' responsibility to ensure that the materials brought into the examination room by students conform to the specifications of permissible resource materials. This may be done prior to the examination or during the examination.

4.27   Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities or other identified needs.

Reasonable Adjustment

4.28   Students with disability, health condition or other eligible circumstance may request reasonable adjustments to an assessment (including end-of-unit assessments and examinations), in accordance with the **Diversity and Equity Policy and Procedure**.

4.29   All students will be reviewed for current competencies including literacy and numeracy before commencement of a unit in a course.

4.30   The learning needs identified from this review will form the basis of any adjustments to the teaching program and assessment strategies and will be agreed with the student.

4.31   Reasonable adjustment will be provided for the student according to the nature of the learning need by the Academic Dean or delegate. Reasonable adjustments may include the use of adaptive technology, educational support and alternative methods of assessment. Any adjustments will be recorded in the student file.

Group, collaborative and syndicate work

4.32   Group Work is a useful assessment methodology if used appropriately to assess student's attainment of learning outcomes. Group Work can benefit students' learning such as developing teamwork, leadership and personal organization. Group Work also links to AQF requirements and the Institute's Graduate Attributes of *communication* and *teamwork*.

4.33   When setting group tasks and collaborative work as assessment tasks, Academic staff must ensure that:
- the learning outcomes are clearly stated, which should include how they link to course graduate attributes.

- the tasks are carefully planned to ensure that contributions from all students to a project or task are equal, or that where they are not, marks are assigned to individuals on the basis of their contribution;
- assessment marking criteria indicate how particular aspects of the group activity and the final product, relate to the intended learning outcomes and objectives of the unit; and
- where teamwork and cooperation are to be assessed as part of group work, the marking criteria clearly outlines how performance on these aspects are judged by the examiner; and
- students are advised on what level of cooperation and collaboration is acceptable for each task in a group assessment task, and what may be considered academic misconduct.

4.34   The assessment criteria and grading scheme or rubric should be clear and transparent to students. The Academic staff need to be able to demonstrate how the Institute will:
- assess the individual as well as group learning and performance.
- assess the process as well as the product.

4.35   For both formative and summative assessment approaches, the design of the assessment should ensure that specific tasks will be allocated to individual group members.

Group Size and Selection:

4.36   Academic staff will design the assessments tasks so that groups normally comprise three or four students but should not exceed six students. Groups may vary depending upon the number of students enrolled in a unit and the nature of the assessment task. The minimum number of students in a group will be two students.

4.37   There are three main ways groups will be selected:
- ***Random selection:*** Students are grouped according to a random determination by Academic Staff/tutor. This method offers the advantage of being an unbiased selection and relatively easy for Academic staff to execute but may result in a bad group experience due to an imbalance in skills, abilities and diversity of the group.
- ***Self-selection:*** Students select their own group. This method has the advantage of initial higher group cohesiveness but may result in the tendency toward groups with similar cultural background and linguistic abilities resulting in an inadequate skill set across the group. It may also give rise to a 'free rider' problem.
- ***Lecturer selection:*** Academic staff select the groups based on their knowledge of the abilities and skills of the students or by some other pre-determined criteria. Such an engineered or structured group selection can provide clarity of role for group members and promote inclusiveness but may take longer for culturally and linguistically diverse groups to gel compared to homogenous groups.

4.38   It is important that group assessment tasks are carefully planned and managed, and that students are given clear information about all aspects of the assessment task. Students should know how the groups will be formed and why a particular method was chosen.

4.39   The allocation of individual tasks will be initiated by the group but moderated by the Academic staff to eliminate unequal distribution of individual student's efforts.

4.40   Part of the assessment will include that group members maintain a log of group meetings which details the date and time of the meeting, the allocation of tasks and progress reports of assessment tasks. Information will be captured about each group member's contribution so that individual performance can be fairly evaluated.

Student Dissatisfaction and Dysfunctional Groups

4.41   Student dissatisfaction with group work is common and is generally related to inadequate planning and a lack of oversight and/or management by Academic staff.

4.42   All groups should be monitored by Academic staff. Dysfunctional groups (groups with 'free rider' problem or an overly dominant member) should be identified at an early stage so that timely intervention can occur to ensure the assessment task is completed on time.

4.43   Individual group members should be encouraged to discuss any issues of group cohesiveness with the Academic staff which may include the lack of contribution by individual group members, difficulties in accommodating different work schedules for group meetings, time management and communication issues, lack of intervention or arbitration by the Academic staff.

4.44   Academic Staff should have a back-up strategy in case a problem within the group cannot be readily resolved.
- This may involve splitting the group or specifying additional individual assessment tasks.
- However, if the purpose of the group work is to develop collaborative and teamwork skills, the group of students that cannot work as a group or an individual student who is unable to perform well in the group is therefore not displaying these skills and an assigning a "fail" for the group assessment task is a valid option.

Workplace Integrated Learning

4.45   The Institute has introduced Work Integrated Learning units to its courses. The **Workplace Integrated Learning Policy and Procedure** sets out how the Institute assesses workplace learning.

Changes to Assessment Requirements

4.46   Changes to assessment requirements will ordinarily arise from course and unit reviews conducted in accordance with the **Course and Unit Development Approval and Review Policy** and **Procedure,** but may occur independently of such reviews.

4.47   Before the next scheduled offering of the unit, the Academic Dean or delegate will consider of there is any need to review the unit assessments.

4.48   If changes are required, the Academic Dean or delegate will approve any redevelopment work and ensure that appropriate moderation processes are completed as set out in the **Assessment Moderation Policy and Procedure**.

4.49   Where substantial alterations are made to the assessment requirements of any course, the Education Committee will review and provide advice on the revised assessment(s) tasks.

4.50 In exceptional circumstances and in the case of compromised integrity of assessments, the Academic Dean may approve a variation of detail in the assessment requirements of a unit, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the unit and the appropriate moderation has occurred.

4.51 Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Academic Dean must be satisfied that students are not disadvantaged by the change or the timing of the change.

Marking Schemes

4.52 The Academic Dean must ensure that agreed documented assessment marking criteria are used to set standards which:

- ensure alignment between intended learning outcomes and assessment;
- ensure, as far as practicable, that every marker applies the same marking standard to demonstrate equity of marking; and
- reduce the number of differences in marking during moderation of results.

4.53 The level of detail appropriate in marking criteria depends on the task, unit year level, weighting of the assessment component.

4.54 Marking criteria must align with the explanation of assessment criteria provided to students.

4.55 The Academic Dean must ensure that all staff marking assessment tasks apply the approved marking criteria to assist in fair and equitable treatment of students.

4.56 The assessment tasks should clearly state what a student is expected to do to complete the task satisfactorily. This requires a clear statement of performance standards. Criteria are listed and performance standards are stated. This may be in the form of a matrix. Exemplars are **in Appendix 1**.

ASSESSMENT PROCESS

4.57 The Academic Dean will convene the School Assessment Committee every trimester to provide oversight on the quality of assessment processes, collation of results and recommendations on the award of grades. The School Assessment Committee comprises as a minimum the following personnel:

- Academic Dean as Chairperson;
- Full-time teaching staff member; and
- Unit Convenor.

4.58 The role of the *School Assessment Committee* is to:

- Monitor the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers;
- Monitor processes to assure effective and efficient security of assessment submission, exam questions, exam papers and the safe return of assessment items;
- Identify units in which the assessment outcomes are unsatisfactory and provide advice on actions to improve outcomes;.

- Aggregate marks and recommend the award of grades;
- Recommend the award of supplementary assessment; and
- Recommend eligible upgrade of results according to this procedure.

Assessment process

4.59 Academic staff must ensure that they are not responsible for the assessment of a student with whom they have, or have had, a significant personal or other relationship which creates a conflict of interest. Conflicts of interest must be declared to the Academic Dean who will manage the process of assessment for the affected student.

4.60 Academic staff are responsible for conveying clear advice to students about the aims and objectives of each unit, assessment requirements, relationship between the assessment methods and the expected learning outcomes and the criteria against which individual assessment items will be judged.

4.61 When a student enrols in a unit after the commencement of teaching, or for whatever reason is not present **when** students are given information concerning the assessment requirements of the unit, all required the information will be provided to the student through an alternative venue.

4.62 Students have the responsibility for:
- having a clear understanding of the purpose of each unit in the course, the assessment requirements, the relationship between the assessment methods and the expected learning outcomes and the criteria against which individual assessment items are to be judged.
- being available, prepared and equipped for the time, place and mode of assessment;
- ensuring that all required assessment tasks have been completed consistent with the established criteria and are submitted or undertaken by the specified time.
- ensuring that all assessments are their own work and have not been engaged in academic misconduct.
- being available for the scheduled examination and assessment period, and any supplementary assessment period.
- reading, reflecting and acting on feedback provided in a timely manner, including feedback provided generally to all students in the unit and feedback provided individually. Self-regulation and responsibility in the learning process is a key factor for student success.

4.63 In the case of written assessments, students must:
- submit the work electronically using Moodle
- declare that the work is authentic (own work), that it is:
  - is free from plagiarism
  - has not been copied or otherwise undertaken by colluding with others
  - has not been produced by cheating.

4.64 Academic staff are required to determine whether all assessment tasks have been appropriately completed by students and assess students consistent with the established marking scheme accurately and completely including using integrity tools such as 'Turnitin' for written work.

4.65 Academic staff are required to provide formative and/or summative feedback about the student's academic performance.

4.66 Students have a responsibility to ensure that they understand the written feedback provided by Academic Staff on their performance in assessment tasks conducted during the semester.

4.67 Students have a responsibility to attend any meetings called to discuss their academic performance and to abide by any intervention strategies that have been mutually agreed with Academic staff.

4.68 The Academic Dean or delegate is responsible for monitoring the assessment process, scrutinising a sample of student assessments marked by Academic staff and provided feedback to staff on their assessment approach. This includes identifying units in which the outcomes are unsatisfactory and providing advice to Academic staff on actions to improve assessment outcomes

4.69 Academic staff are required to complete and submit marked assessment documentation to the Academic Dean or delegate within the specified time frame.

Recognition of Prior Learning assessment process

4.70 Students are informed prior to enrolment and at induction that if they have relevant prior learning then they may be eligible for RPL.

4.71 To apply for RPL or course credit, the applicant must complete and submit an application form and provide evidence to support their application as set out in **the Credit Transfer and Articulation Policy and Procedure**.

4.72 The Student may access the **Academic Appeals Policy and Procedure** if dissatisfied with the outcome of the RPL assessment.

4.73 RPL assessments will be moderated as set out in the **Assessment Moderation Policy and Procedure**.

Examination Process

4.74 The Academic Dean or delegate will ensure that the examinations are conducted appropriately including where students may be required to sit the examination in more than one timeslot, for example, for deferred and supplementary examinations and externally supervised examinations taken in different time zones.

4.75 Examination papers will be stored securely.

4.76 If a breach of security occurs or reasonable suspicion exists that a breach has occurred
- prior to the examination, the Academic Dean will arrange for a new examination paper must be written before the examination can take place.
- If a breach is detected following commencement of the examination, the Academic Dean, in consultation with the School Assessment Committee, will decide an appropriate outcome that maintains the integrity of the unit, including whether an alternative assessment task will be administered.

4.77   Examination information (eg rules, instructions and what to do in the event of a technological failure) will be provided to students in a timely manner.

4.78   Students are responsible for ensuring that they:
- have the required technology to complete the examination
- are aware of examination rules and instructions
- know how to access and start their examination
- choose a suitable location to sit the examination
- are aware of relevant processes, including where to get help in case of a technological failure.

4.79   The rules that apply to the conduct of examinations include:
- Student's identity cards must be produced upon request at all examinations.
- Students will be admitted to the examination room 15 minutes before the starting time of all examinations. During this period, they may study the examination paper, but no writing will be allowed.
- Unless with the special permission of the Exam Invigilator, no student shall enter the examination room later than half an hour after the examination has commenced nor shall any student be allowed to leave the examination room before the expiration of half an hour from the start of the examination.
- No student, having once left the examination room, shall be permitted to return unless during such absence he/she has been under supervision.
- No student shall be permitted to leave the examination during the last half an hour.

4.80   Only some resources and/or materials are permitted for student use during an examination.
- Restrictions apply to specific items which include calculators and other electronic devices, mobile phones, books, notes and other materials.
- Resources and/or materials that are authorised for use in examinations are specified on the front page of the exam paper.

4.81   Students will comply with:
- all instructions that are given by a staff member involved in the conduct of an examination;
- any written instructions, including those on the examination paper; and
- any instruction that is given in the event of an emergency.

4.82   Exam invigilators will ensure that:
- students are not permitted to talk to any other student whilst in the examination venue;
- instructions are given to students on how they will be notified regarding time remaining; and
- evacuation processes are followed in the event of an emergency.

4.83   Exam invigilators will have and may exercise all powers reasonably necessary to ensure the proper and efficient conduct of the examination.
- With the approval of the Academic Dean or delegate, they will have the permission to vary exam rules in exceptional circumstances.

- In the event of an unforeseen disruption to the examination, every option will be pursued to minimise the impact of the disruption to ensure students are not disadvantaged and all students have been given an opportunity to demonstrate that they have met the learning outcomes, which may include:
    - time extension;
    - re-sit with an alternative examination paper at another time; or
    - an alternative assessment task
- If the invigilators detect
    - any student behaviour that does not comply with instruction(s) from the Academic Dean or delegate, or the invigilators, they may ask the student to comply with the instruction(s). If the student fails to comply, the invigilators may ask the student to leave the examination room.
    - any student behaviour that could be construed as cheating or other misconduct, they may ask the student to move to another position.
    - the student is creating a disturbance, they may ask the student to stop doing so. If the student fails to comply, the invigilators may ask the student to leave the examination room.
- Invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the exam.

4.84 Immediately following the conclusion of the examination, the invigilators will make an incident report that includes evidence of alleged cheating or other misconduct to the Academic Dean who then takes action according to the **Academic Integrity Policy and Procedure** and the **Student Code of Conduct Policy and Procedure**.

Request for Extension

4.85 The request for an extension of time to submit an assessment item must be made in writing to Academic Staff.
- The request for extension must be lodged at least one working day prior to the due date for the assessment item.
- Where the request is made on medical grounds, a medical certificate is required.

4.86 A copy of the extension request should be attached to the assessment item when it is finally submitted or undertaken.

Late submission penalties for assessment

4.87 Academic staff will impose penalties for late assessment as set out in the **Assessment Policy**.

4.88 Errors in assessment submission (e.g., the wrong document is submitted) that are not corrected by the student by the due date incur late penalties.

Special Consideration

4.89 Students may apply for special consideration in accordance with the **Special Consideration Policy and Procedure** for compassionate or compelling circumstances.

Deferred Assessment

4.90   Students may apply to the Academic Dean for a deferred assessment if they are prevented from performing an assessment item, such as an examination, test, presentation or other assessment activity scheduled for a particular date, on the grounds of compassionate and compelling reasons.

- The requests must be made in writing and accompanied by appropriate documentary evidence.
- The request for deferred assessment must be lodged at least one working day prior to the assessment due date.

4.91   Students applying for a deferred assessment, extension or special consideration on medical grounds must submit a medical certificate completed by a registered medical practitioner. The medical certificate must state:

- the date on which the medical practitioner examined the student
- the severity and duration of the complaint
- the practitioner's opinion of the effect of the complaint on the student's ability to undertake the assessment item.
- *Note: A statement that the student was 'not fit for duty' or was suffering from 'a medical condition' will not be accepted unless the information required in points 1, 2 and 3 above are included.*

4.92   Students applying for a deferred assessment, extension or special consideration on other grounds must submit suitable documentary evidence, such as a funeral notice.

4.93   The Academic Dean or delegate will assess the evidence and approve or reject the request. This judgement will be based on whether the particular circumstances satisfy the grounds of compassionate and compelling reasons, the student's academic record and history of deferral requests.

4.94   The application for a deferred exam or test may be rejected

- if the Academic Dean or delegate has reason to believe the student is seeking to gain an unfair advantage through deferred assessment.
- if the student has already made a request for deferred assessment for each unit in the trimester.
- if the evidence is a medical certificate and it does not include the required information

4.95   The Academic Dean or delegate will determine form of the deferred assessment. It will usually be a replacement assessment item or examination. The replacement assessment item will resemble the original assessment item or examination as closely as possible and will have been appropriately moderated prior to use.

4.96   Exam invigilators will have and may exercise all powers reasonably necessary to ensure the proper and efficient conduct of the assessment. With the approval of the Academic Dean or delegate, they may vary exam rules in exceptional circumstances.

4.97   Students who feel their case has been wrongly assessed may appeal in writing against that decision using the **Academic Appeals Policy and Procedure**.

Supplementary Assessment Process

4.98 The School Assessment Committee will review the student assessment outcomes and establish if any student has received a percentage score between 40% and 47% overall. The School Assessment Committee will then check if the student completed all assessment tasks for the unit. If the student meets this criteria, the School Assessment Committee may recommend the award of supplementary assessment.

4.99 The Academic Dean will review the School Assessment Committee's recommendation and supporting evidence and decide whether or not to grant the student the opportunity to complete supplementary assessment.

4.100 If the supplementary assessment is granted, the Academic Dean will determine the form of the supplementary assessment ie. written assignment, oral presentation and/or examination.

4.101 Students who satisfactorily complete the supplementary assessment will receive a mark of 50 and a grade of Pass for the unit.

4.102 Students deemed eligible for a supplementary assessment may choose not to sit, in which case they will receive the mark awarded for the original assessment.

4.103 Deferrals of supplementary assessment will only be permitted in compassionate and compelling circumstances.

GRADING

Awarding Grades

4.104 A mark or grade is awarded to students for all summative assessment. A mark is a numerical indicator, and a grade is a descriptive indicator, of a student's achievement in an assessment task.

4.105 The grading is designed to record and report whether or not students have demonstrated an overall level of performance that warrants successful completion of a unit and to allow excellent achievement to be recognised and rewarded, in accordance with the approved marking scheme for the unit.

4.106 Students' marks and grades are determined in relation to the expected standards of performance for that task. Marks and grades are not determined relative to the performance of other students, nor to a predetermined distribution of grades.

4.107 Student results for units will be recorded using the following grades:

Grade	Acronym	Percentage Range
High Distinction	HD	80-100
Distinction	D	70-79
Credit	C	60-69
Pass	P	50-59
Fail	F	0-49
Exemption	EX	N/A

Grade	Acronym	Percentage Range
Course credit or Recognition of Prior learning		
Deferred Assessment	DA	N/A
Supplementary Assessment	SA	N/A
Withdrawn	W	N/A

4.108 Academic staff must record student results in the student management system.

4.109 All grades will be reported as whole numbers, as such appropriate rounding to a whole number will occur.

Upgrading Results

4.110 The School Assessment Committee will review the student aggregate marks and may recommend upgrade of results where marks fall within 2 marks of the next higher grade and there is evidence that the student has completed all assessment tasks for the unit.

4.111 The Academic Dean may upgrade the results based on the recommendation of the School Assessment committee.

Review of Grade requested by Students

4.112 Students can seek an informal consultation with Academic Staff/tutor within two (2) days of receiving the results of individual assessment tasks. If, after the informal consultation has taken place, the student has continuing concerns about the process by which the grade was determined, the student may lodge an application for a review of grade.

4.113 A Review of Grade will only apply to those assessment tasks where the informal consultation with Academic Staff/tutor (specified above) has taken place.

4.114 A student may have no more than one Review of Grade for each unit.

4.115 A student must make written application using the Review of Grade Application Form.

4.116 Students may apply for a review of their grade under one of the following grounds:
- There is evidence that the marking and/or assessment is inconsistent with the assessment requirements or with the assessment criteria;
- There is evidence that there was unclear feedback from an informal consultation process;
- There is evidence that there were difficulties in the operation of the unit resulting in inequitable treatment or misinformed advice to students regarding the completion of assessment, the assessment requirements, or the assessment criteria.

4.117 The student must state, in the Review of Grade Application Form, details of the informal consultation process, and details of viewing of the exam script where this has taken place.

4.118 The Review of Grade will be considered by the Academic Dean or delegate.

4.119 A Review of Grade may result in:
- No change to the grade;
- Change to a higher grade; or
- Change to a lower grade.

4.120 The Institute will advise the student in writing of the final outcome of their application for a Review of Grade within 15 working days of receipt of the written application.

4.121 In cases where the grounds for review relate to a cohort of students who have suffered the same circumstance giving rise to a Review of Grade in an individual case, and it is determined that the cohort has been similarly disadvantaged, then all students; grades will be reviewed.

Examiner's Report

4.122 The Unit Convenor is required to prepare a report on how students performed on the examination.

4.123 This report is required after exam scripts have been marked and before the finalisation of results for the trimester. This report should be available for the certification of results. The report should provide an analysis of how students performed on each exam question.

Determination of Final Grades

4.124 The School Assessment Committee will collate aggregate marks for assessment, supplementary assessment and deferred assessment, review the Examiner's report and recommend the final grades for students.

4.125 The Academic Dean will review the advice of the School Assessment Committee and confirm assessment results. The Academic Dean will also determine the recipients of prizes and awards.

4.126 The Academic Dean will authorise the timely publication to students.

4.127 The date for the finalisation of a student's results may be varied:
- following approval of special consideration or a deferred assessment
- pending the outcome of an Academic Integrity investigation
- pending the outcome of an Appeal.

4.128 Students are notified of their results by a formal result at the end of each period of study.

Changes to results

4.129 Where the Academic Dean will commence an investigation if:
- there has been an error in the grading process; and/or

- there has been academic misconduct (as set out in the **Academic Integrity Policy and Procedure**); and/or
- another matter , which was not considered at the time of the determination of the grade, has arisen.

4.130 The School Assessment Committee will review the circumstances and may
- if supported by the evidence recommend that the Academic Dean alter the grade allocated to a student or students. the alteration will be to make the grade accord with the grade which would have been awarded if relevant circumstances, had been taken into consideration.
- If not supported by evidence, recommend that there is no change to the grade(s) awarded.

4.131 The Academic Dean will review the recommendation by the School Assessment committee and decided whether or not the grades should be altered.

4.132 The Academic Dean will notify any affected students in writing of the change in grade.

Viewing an Examination Script by the Student

4.133 Students may request access to their examination scripts by making a request in writing to the Academic Dean by the end of the second week of the following teaching period.

4.134 Students may view an examination script only after results have been finalised for the unit to which that exam script relates.

4.135 When viewing an examination script the student will not be permitted to be accompanied by another person (such as a friend, agent or parent).

4.136 An examination script will be viewed in the presence of the Academic Dean or delegate. The staff member in presence will not discuss the marking of the examination script.

4.137 The student is permitted to take notes, but not to make notes on, or otherwise deface the examination script.

4.138 The student will be provided with feedback to assist the student to improve performance and will be encouraged to access the Institute's support services.

Appeals

4.139 Students should discuss with Academic staff their performance in assessment items during the trimester.

4.140 When a student believes that an error has occurred or an unfair assessment has taken place regarding the mark awarded, the student may request a review by accessing the **Academic Appeals Policy and Procedure**. The student must:
- Submit the request in writing using the Institute's form or via email to the Academic Dean;
- state the grounds for the review request; and
- be lodged within ten (10) working days of the date on which the result was received by the student.

Students at Risk

4.141 Where students at risk are identified through the assessment process, the **Academic Progress Policy and Procedure** will be followed by Academic staff.

Course review and moderation of Assessment

4.142 The School Assessment Committee will collate and analyse assessment data and collect information for use in the Institute's reporting, moderation, unit and course review processes including:
- monitor the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers.
- monitor processes to assure effective and efficient security of assessment submission, exam questions, exam papers and the safe return of assessment items;
- identify units in which the assessment outcomes are unsatisfactory and provide advice on actions to improve outcomes.

4.143 Assessments, including RPL assessments, will be moderated as set out in the **Assessment Moderation Policy and Procedure**.

4.144 Units and accredited courses will be reviewed as set out in the **Course and Unit Development, Approval and Review Policy and Procedure**.

Retention of Assessment records

4.145 Academic staff must ensure copies of assessment records are retained as set out in the **Records Management Policy and Procedure** including any supporting documentation for decisions about special consideration applications, mark adjustments made to individual assessment items, amendments to final results and supplementary assessment.

Monitoring and Reporting

4.146 At the conclusion of each academic year, the Academic team or delegate undertake student cohort analysis.

4.147 The Academic Dean will review and compile a report for the Education Committee based on:
- the Examiners' reports supplied by Unit coordinators;
- the Student cohort analysis provided by the Academic Dean or delegate; and
- the School Assessment Committee's findings and recommendations.

4.148 The Education Committee will review the report and provide advice on any changes to assessments to the Academic Board.

4.149 The Academic Dean will also prepare and submit a report to the Academic Board that:
- provides the results of all students for the trimester.
- provides details of any grades changed during the trimester including the reason for the change.

- Any incidents where security or academic integrity is breached in respect to assessment and the actions taken.

5. QUALITY ASSURANCE

To ensure that this procedure is fit for purpose and meet the requirements of the HESF Threshold Standards, the procedure will be:

5.1 internally approved by the Executive Management Team on development or review;

5.2 externally reviewed as part of any independent review of the HESF Threshold Standards approved by the Governing Board;

5.3 internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier); and

5.4 referenced to the applicable HESF threshold standard and/or other legislation/regulation.

6. FEEDBACK

Feedback or comments on this procedure is welcomed by the listed responsible officer(s) of the Institute.

7. ACKNOWLEDGEMENT

This procedure was developed with reference to the following:
- Charles Darwin University, Grading Policy, 2023 (Grading Policy / Governance Document Library (cdu.edu.au))
- Deakin University, Higher Education Courses Policy, 2023, and Assessment (Higher education Courses) Procedure, 2023 (Higher Education Courses policy / Document / Deakin Policy Library and Assessment (Higher Education Courses) procedure / Document / Deakin Policy Library)
- Federation University Australia, Higher Education Assessment Procedure, 2023, Higher Education Examinations Procedure, 2023, Supplementary Assessment Procedure, 2023 (Higher Education Assessment (inclusive of FedTASKs) Procedure (federation.edu.au), Supplementary Assessment Procedure (federation.edu.au) and https://policy.federation.edu.au/academic_governance/procedures/assessment/ch04.php
- Macquarie University, *Assessment Policy*, July 2021 (Assessment Policy / Document / Policy Central (mq.edu.au))
- Melbourne University, Assessment and Results Policy, 2022 (Assessment and Results Policy (unimelb.edu.au))

8. VERSION CONTROL

Version	Date approved	Description	Approved by
2.0	June 2018	Initial issue	EMT
3.0	August 2019	Internal review	EMT
5.0	November 2019	Internal review	EMT
6.0	November 2021	Internal review	EMT

6.1	August 2023	Internal review	EMT
Related legislation/ regulation/standard	Tertiary Education Quality and Standards Act 2011 (Cth) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) Education Services for Overseas Students Act (ESOS) 2000 (Cth) Education Services for Overseas Students Regulations 2019 (Cth) The National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth)		

Note. EMT = Executive Management Team.

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Appendix 1: Marking Scheme Exemplar

This approach uses broad criteria which are given equal weighting with details of the performance standards to discriminate student performance at High Distinction, Distinction, Credit, Pass and Fail levels.

Assessment Task Criteria	Weight	Performance Standard				
		HD 80-100%	**D 70-79%**	**C 60-69%**	**P 50-59%**	**F 0-49%**
Knowledge & understanding	25%	• In depth, expert knowledge. • Superior proficiency in application of knowledge to problem.	• Expert knowledge • Proficient application of knowledge and understanding.	• Competent level of knowledge • Accurate application of knowledge and understanding.	• Superficial knowledge. • Some inaccuracies in knowledge and understanding.	• Lack of knowledge • Significant inaccuracies in knowledge and understanding.
Logic of argument(s)	30%	• Central argument(s) expertly developed • Topic covered in depth in a scholarly manner.	• Central argument(s) clearly developed and supported by evidence • Topic covered in depth and is concise and fluent.	• Central argument(s)developed and supported by evidence • Topic covered in depth but with some gaps,	• Central argument(s) has been developed but not fully supported by evidence • Progression of argument and ideas not strong.	• Lack of central argument(s) and evidence base • Argument incoherent and difficult to follow.
Analysis	30%	• Expert scholarly demonstration of critical analysis • Conclusion draws argument in influential and scholarly manner.	• Considerable demonstration of critical analysis • Comprehensive and competently developed conclusion	• Good demonstration of critical analysis • Conclusion is logical outcome of argument(s).	• Critical analysis partially evident but not fully developed • Conclusion is evident but not strong.	• Critical analysis lacking or absent. • Conclusions poor or absent.
Research/ referencing	15%	• Expert scholarly use of wide range of relevant sources	• Scholarly use of wide range of relevant sources	• Wide use of mostly relevant reference sources	• Limited use of relevant references sources	• Limited research or poorly researched

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		Performance Standard				
Assessment Task Criteria	**Weight**	**HD 80-100%**	**D 70-79%**	**C 60-69%**	**P 50-59%**	**F 0-49%**
		• Expert paraphrasing and referencing.	• Good application of paraphrasing and referencing.	• Reasonable application of referencing.	• Some inaccuracies in references and in-text citations.	• Considerable inaccuracies in references and in-text citations.