

ASSESSMENT PROCEDURE

Assessment Procedure

1. Introduction

These Assessment Procedures support implementation of the Assessment Policy.

2. Roles and Responsibilities

The specific roles and responsibilities related to assessment are presented below

2.1 Students

It is the responsibility of students to:

1. Engage actively in the learning process and participate according to course and assessment requirements;
2. Ensure that they are familiar with, understand and pursue the requirements of their course and courses, as outlined in the relevant course rules, Course Enrolment Guide and Course Outlines;
3. Complete assessment tasks diligently and honestly to provide evidence of learning achievement in a course;
4. Meet assessment requirements as specified in the course outline, including submission of work
5. Where relevant, consult the Head of Departments early as possible about any disability issues;
6. Discuss any concerns they have regarding their progress in coursework and assessment as early as possible with relevant lecturers and /or Course Coordinator
7. Consult with the lecturer-in-charge (in the first instance) and /or with the Head of school as early as possible, if personal circumstance is affecting participation or performance in assessment (refer to Assessment policy);
8. Raise any concerns they may have regarding the marks for each assessment task promptly, rather than waiting until the final grade is awarded in the course;
9. Check that their name is on the course after classes commence and if not, to contact the Lecturer or Secretary and /or their HOD;
10. In the case of late enrolment, obtain the course outline from the Lecturer-in-Charge in the first week of attendance in the course;
11. Access and abide by all policies, procedures and regulations relating to their status as students, and in particular assessment requirements and seek clarification, where necessary.

2.2 Lecturers-in-Charge

It is the responsibility of lecturer-in-charge (in a consultation with other relevant staff as appropriate) to:

1. Design and specify the number and type of assessment tasks and their weightings;
2. Arrange review of the course outline including pre-assessment moderation (Refer to Principles for Moderation of Assessment);
3. Prepare the course outline using the college -approved template and send electronic copy to the Principal's Office prior to the start of the study period.
4. Make the course outline available electronically to all students enrolled in the course prior to the first week of the study period;

5. Provide students with access to information and advice to enable them to be familiar with and understand the requirements of the course, as outlined in the Course Outline.
6. Be available for student consultation on a regular basis, informing students of their availability for consultations (both with and without appointments);
7. Exceptional circumstances, where the need arises, seek approval of the Principal to change assessment tasks or criteria for a course after the first week of the study period. Such changes should not result in disadvantages to any student and all students must be advised, in writing by email, of approved changes;
8. Where compulsory attendance is specified in the course outline for designated classes, maintain and collate records of attendance;
9. Following advice from the HOD, make appropriate adjustments for students with disabilities. Such adjustments shall be in accordance with the student's Education Inclusion plan, where one has been approved;
10. Ensure that lecturers receive guidelines on how to provide appropriate adjustments for students with disabilities in school examinations and tests (refer to Assessment Policy);
11. Submit examination requests, if required, by the due date and prepare and submit the examination paper(s) for central examinations by the due date.
12. Prepare and arrange the conduct of all School-based assessment tasks for the course and alternative /additional assessment tasks as required;
13. Give consideration to and approve, if appropriate, applications for consideration of personal circumstances affecting assessment, e.g. applications for extensions for assessment (refer to Assessment Policy);
14. Liaise with the HOD, as required, with regard to application for consideration of personal circumstance affecting assessment;
15. Provide appropriate guidelines to lecturer and markers, where used, on assessment criteria, marking procedures, moderation and methods for calculating final results;
16. Maintain and collate records of each student's marks for all assessment components in accordance with the assessment schedule in the course outline. A secure record of each student's results, both electronically and in hard copy/writing (black pen), must be kept for at least one standard study period after the release of final results;
17. Allocate final result grades for ratification by the Principal (by the date specified by the Principal) and provide substantiation, when requested;
18. Ensure that all final results grades are allocated and ratified by the date specified in the Academic Regulations;
19. Ensure that any necessary changes to unallocated final results grades are made and approved by the head of School within the timeframe specified in the Academic Regulations;
20. Where appropriate, e.g. for large classes, provide students with timely feedback on the distribution of marks or grades for a given assessment task;
21. If requested, provide clarification to students about a result for an assessment task or grade in a course;
22. Prepare and manage supplementary assessment tasks;
23. Communicate effectively with all staff teaching and /or marking in a course to ensure quality of practice;
24. Undertake post-assessment moderation and improvement for the next offering of the course;
25. Make recommendations to the Head of School regarding assessment policy, procedures and outcome.

2.3. Lecturers

It is the responsibility of the lectures to:

1. Provide students with access to information and advice to enable them to be familiar with and understand the requirements of their course, as outlined in the Course Enrolment Guide and Course Outline;
2. Participate in the assessment of students;
3. Liaise with the Lecturer-in -Charge to ensure that assessment practices are conducted in a consistent and coherent manner; and participate in moderation processes;
4. Be available for student consultation on a regular basis, informing students for their availability for student consultations (both with and without appointments);
5. Advise the Lecturer-in-Charge within a reasonable time of student progress and how effectively students are learning;
6. Keep a secure record of each student's marks/results, both electronically and in hard copy /writing (black pen), for at least on standard study period after the release of final results;
7. Provide data relating to results in assessment tasks and attendance, if required, to the Lecturer-in-Charge.

2.4 Markers

It is responsibility of markers to mark assessment tasks accurately, consistently and fairly, as guided by the Lecturer-in-Charge.

2.5 Course Co-ordinators

It is the responsibility of Course Co-ordinators to:

1. Provide students with access to information and advice to enable them to be familiar with and understand the requirements of their course, as outlined in the course rules and Course Enrolment Guide;
2. Give consideration to and approve, if appropriate, applications for consideration of personal circumstance affecting assessment and liaise with relevant staff, as required (refer to [Assessment Policy](#));
3. Distribute education Inclusion Plans of students with a disability to Lecturers-in-Charge and instructors of the courses in which the student is enrolled;
4. Overview students' progress and provide academic advice based on assessment outcomes and, if necessary, consider submissions from students to show cause why enrolment should not be terminated;
5. Monitor the conversion of interim grades to final grades by the relevant due date.

2.6 Heads of School

It is the responsibility of the Heads of School to:

1. Oversee all the courses offered by that school
2. Appoint Lecturer-in-Charge for each course administered by their school

3. Evaluate and determine requests from Lecturers-in-Charge to change the assessment schedule, tasks or criteria for a course after the first week of the study period and no later than the census date for the relevant study period. Such changes should be made only exceptional circumstances and not disadvantages any student;
4. Ensure that course outlines are reviewed and accurate prior to publication;
5. Ensure that examination papers are reviewed and accurate prior to submission, and are submitted by the relevant due date;
6. Give consideration to and approve, if appropriate, applications for consideration of personal circumstances effecting assessment and liaise with relevant staff, as required (refer to Assessment Policy). Such approvals shall include Education Inclusion Plans developed for students with disabilities;
7. Ensure Lecturer-in-Charge receive appropriate guidelines on how to provide, in a manner that is compliant with the Disability Standard for Education of the Disability Discrimination Act, appropriate adjustments for students with disabilities in School examinations and tests. Such guidelines shall include information on how to employ disability support workers such as scribes and signing interpreters, if required;
8. Consider recommendation from Lecturers-in-Charge for the allocation of final result grades in accordance with the Academic Regulations, seeking the advice of a School Assessment Review Committee [Note: The Head of School may nominate another staff member in the School to ratify grades];
9. Award Pass Conceded grades in exceptional circumstances;
10. Review the performance of students undertaking courses offered by the School, paying particular attention to results that are borderline between grades;
11. Monitor the appropriateness of allocation of grades in accordance with the Assessment Policy and the effectiveness of assessment practices in courses administered by the school (with advice from the Assessment Review Committee);
12. Ensure all ratified grades are submitted by the due date
13. Consider reports from Lecturers-in-Charge about alleged breaches of academic honesty and determine in line with the Academic Honesty Policy;
14. Ensure that University quality assurance processes for assessment, such as moderation of assessment in courses, are followed;
15. Ensure that all relevant rules, regulations, policies and procedures are implemented;
16. Consider requests for review of grade;
17. Consider requests for review of termination of a student's enrolment;
18. Oversee the status of unallocated final result grades and ensure their timely conversation to final grades.

2.7 Executive Deans

It is the responsibility of Executive Deans to:

1. Establish requirements for the evaluation and moderation of assessment practices within the Faculty;
2. Appoint Course Co-ordinators for each course administered by their Faculty;
3. Monitor assessment outcomes for the Faculty with regard to the distribution of grades;
4. Resolve reviews/appeals of a Head of School's decision regarding a grade in a course or termination of a student's enrolment or refer them to the Faculty Appeals Committee;
5. Consider and approve, where appropriate, waivers/special dispensation based on the Academic Regulations.

2.8 Deputy-Vice –Chancellor (Academic)

It is the responsibility of the Deputy-Vice-Chancellor (Academic) to deal with appeals under the Student Appeals Policy relating to a grade in a course or termination of a student's enrolment.

2.9 Student Services

Academic Skills Advisers, Campus Ministers, Counsellors and Disability Advisers offer assistance to students in regard to their performance at the University and /or their academic progress.

They receive information in confidence from students and may reveal information to Lecturers-in-Charge, Course Co-ordinator and /or Heads of the School about a student's circumstance only to the extent authorised by the student.

Disability Advisers assess and recommend reasonable adjustments to learning and assessment arrangements for students who have disabilities:

1. Disability Advisers may recommend a range of inclusive strategies, including:

- a. Adjustments to teaching, learning and assessment, including alternative assessment; and
- b. Consideration of factors affecting performance in an assessment task;

Such recommendations are approved by the Head of School via the Education Inclusion Plan (EIP);

Where a student has a temporary condition affecting performance in an assessment task, the Disability Adviser determines the relevant examination adjustment(s) or other relevant assessment task.

2.10 Student Administration

Student Administration is responsible for the administrative procedures associated with the assessment, the assessment and progression of all students in undergraduate and postgraduate coursework award, on-award and cross –institutional programs. It is the responsibility of Student Administration to:

1. Apply, as appropriate, the rules, regulations, policies and procedures of the University relating to students and give effect to academic decisions relating to assessment, progression, exclusion and termination of enrolments.
2. Arrange the conduct of central examinations for courses which are taught on-campus in Australia in standard study periods and which are notified to Student Administration within the required timelines requiring a central examination;
3. Arrange the conduct of deferred examination;
4. Provide advice to Schools relating to the requirements for submission of results;
5. Ensure the efficient and timely publication of results and their notification to students.

3. Supplementary Assessment

3.1 Application

A student who gains an Interim Fail (NF) grade in a course is eligible for a Supplementary assessment in accordance with the Academic Regulations.

3.2 Timelines

Supplementary assessments will normally be conducted at least one week before the commencement of classes in the following semester.

3.2.1 In the case of grades finalised late (including as a result of deferred examinations) and Interim Fail (NF) grades awarded in non-standard study periods, student will be contacted within 10 working days, and the supplementary assessment conducted no more than 20 working days, after the release of the NF grade on Student Connect.

3.2.2. Students awarded an NF grade must be given at least ten working days' notice of the date of the supplementary assessment

3.2.3 The final result grades, following marking of the supplementary assessment task, must be allocated no later than the end of the third week of the next standard study period.

3.2.4 Any Interim Fail(NF)grade which has not been converted to a Pass(PA)or Fail (NN)grade by the end of the third week of the next standard study period will be converted to a Fail(NN)grade.

3.3 Supplementary Assessment

The supplementary assessment must be different from the original assessment and should address the learning outcomes of the course; this may warrant an examination covering the scope of the course content. Supplementary assessment is subject to the same academic oversight as standard assessment. In particular, students must be provided with marking criteria or marking guidelines for the supplementary assessment as required in the course line

3.4 Governance of Supplementary Assessment

Supplementary assessment is subject to the [Examinations Policy and Procedures-Students](#)

Supplementary assessment will be managed by the school.

Students who undertake supplementary assessment are subject to the same consideration under the Academic Regulations and policies including academic honesty, special consideration, and appeal processes as for standard assessment.

3.5 Report on Award of Supplementary Assessment

The Head of School will submit an annual report on supplementary assessment awarded by School to the Faculty Board by March of the following year.



Senior Management Team

Agreed Date:.....
