

ASSESSMENT POLICY



Approved by Academic Board: 11 November 2016
Revised by Academic Board: 30 June 2017, 27 July 2018, 14 September 2018,
9 November 2018

Related Documents

Australian Qualifications Framework

Higher Education Standards Framework

Regulation 2: Academic Board, Determination 10: Examiners

Academic Misconduct Policy

Appeals Policy

Unit Policy

1. Rationale and Objectives

- 1.1 Assessment is a crucial quality measure in higher education, a key motivation for student learning, and an important part of curriculum and learning task development.
- 1.2 This Policy ensures that students of the University are assessed fairly and appropriately so that they and the community have confidence that they can do what the units and courses of the University claim that they can do.
- 1.3 This Policy aims to comply with the *Australian Qualifications Framework* requirement that the University “is responsible for ensuring the quality of the learning outcomes” for all graduates and that each graduate “has satisfactorily completed any requirements for the awarding of the qualification” (AQF, specifications for every award).
- 1.4 This policy supports the *Higher Education Standards Framework* requirements that:
 - a) “Methods of assessment are consistent with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved, and that grades awarded reflect the level of student attainment” (1.4.3)
 - b) “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” (1.4.4)
 - c) “Review and improvement activities include regular external referencing of the success of student cohorts against comparable courses of study, including ... comparing different locations of delivery, and the assessment methods and grading of students’ achievement of learning outcomes for selected units of study within courses of study” (5.3.4)

2. Scope

- 2.1 This Policy applies to assessment in all units of study at the University.
- 2.2 This Policy does not apply to the examination of higher degree by research theses.

2.3 This Policy does not apply to the examination of a Minor Thesis except as regards extensions and penalties.

2.4 This Policy applies to all students, academic staff, examiners, and administrative staff associated with the recording of results and assessment information.

3. Principles

3.1 Satisfactory completion of a unit of study at the University leads to achievement of unit Learning Outcomes, Course Outcomes and the University's Graduate Attributes. This is evidenced by assessment that is shaped by unit Learning Outcomes, Course Outcomes and the University's Graduate Attributes.

3.2 Assessment measures student learning and is a means of learning.

3.3 Each student's learning is assessed fairly, effectively and in a timely fashion.

3.4 Assessment practices and results are comparable and defensible across the Colleges of the University.

3.5 The University regularly compares its assessment practices and outcomes with other higher education providers to foster a culture of continuous learning, improvement, and self-assessment.

4. Definitions

4.1 Assessment

Assessment is the validation of student learning which helps those who learn and those who teach to identify what has been learned and how that learning is applied. It includes knowledge and skills, and development of personal attributes in line with unit Learning Outcomes and other learning aspirations. Assessment is a vehicle for feedback and can serve to shape ongoing and future learning and teaching.

4.2 Assessment Information

Assessment Information is detailed information about how an approved assessment task is to be administered in a particular scheduled instance of an approved unit. Assessment Information refers to the information or instructions that may change according to the time, place, or mode of delivery of an approved unit.

4.3 Assessment Task

Assessment Tasks are the basis for grading. The term "assessment task" may describe the particular task set for assessment or the materials submitted by a student to meet the requirements of that task.

4.4 Grade

A grade is either a whole number between 0 and 100, or (in the case of a unit graded only as Pass or Fail) a Pass or a Fail. A grade is awarded to each Assessment Task, and to the overall result achieved by each student in a unit.

4.5 Grade Descriptor

A Grade Descriptor provides a broad description of the extent to which a student has met the requirements of an Assessment Task or a unit within a band of grades. Grade Descriptors are:

High Distinction (HD) = 85–100

Distinction (D) = 75–84

Credit (C) = 65–74

Pass (P) = 50–64

Fail (F) = 0–49

Definitions of Grade Descriptors are provided in Schedule B which may be amended by the Academic Board.

4.6 Grading

Grading is the means of providing a numerical or qualitative measure of performance in an Assessment Task which allows for student recognition of the level of their own learning and institutional identification of level of learning, where needed, for future learning or the rewarding of achievement. Grading typically identifies the articulation and application of knowledge and skills.

4.7 Grading Rubric

A Grading Rubric is a statement of grading criteria and an explanation of how these criteria are applied to determine the grade for an Assessment Task. A Grading Rubric is used to communicate clear expectations to students and to support the provision of consistent feedback. The Learning and Teaching Committee may publish a Grading Rubric for the use of students, staff and examiners at the University.

5. Categories and Types of Assessment Tasks

5.1 Schedule A: Assessment Tasks may be approved or amended by the Academic Board. The Schedule:

- a) establishes the title of all Assessment Tasks permitted to be included in a Unit Record approved by the University
- b) assigns each Assessment Task to one of the categories of Assessment Task defined by this Policy
- c) sets out the rules for the conduct, submission and examination of each category of Assessment Task
- d) establishes limits for the total combined word count (or equivalent) for all Assessment Tasks in a unit of study, having regard to the volume and level of each type of unit.

5.2 There are five categories of Assessment Tasks:

- a) Written Assessment Task
- b) Presentation
- c) Practical Assessment
- d) Invigilated Examination

e) Other

5.3 If an Assessment Task is listed in the category of Other Assessment Tasks then Schedule A must provide rules for each of these items for each Assessment Task:

- a) conduct of the Assessment Task
- b) format of materials to be submitted
- c) word count (or equivalent) of the Assessment Task
- d) use of materials after submission
- e) submission of materials
- f) resubmission of materials
- g) extension of submission

6. Design of Assessment Tasks

6.1 An Assessment Task is designed:

- a) to support the attainment of Course Outcomes and Graduate Attributes;
- b) to assist students to achieve the unit Learning Outcomes;
- c) to ensure that collectively all the Assessment Tasks for a unit measure all of that unit's Learning Outcomes;
- d) to develop and assess generic academic skills;
- e) to assist students to avoid easily engaging in academic misconduct.

6.2 An Assessment Task is usually designed in the expectation that preparation is undertaken in a student's own time.

6.3 An Assessment Task may be designed to engage students in real world scenarios, whether in historical or contemporary contexts.

7. Approval of Assessment Tasks and Assessment Information

7.1 Assessment Tasks may only be approved or amended as determined by the Unit Policy in relation to the number, type, weighting, timing and word count (or equivalent) of Assessment Tasks required for a particular unit.

7.2 Assessment Tasks, where set out in a Unit Record as a category of Assessment Tasks may comprise any of the Assessment Tasks from within that category. Where set out as a category, an Assessment Task may be changed to any other Assessment Task within the same category by written permission of the Academic Dean of the College hosting the unit.

7.3 Assessment Information about the Assessment Tasks for each scheduled unit must be approved by the Academic Dean, or the delegate of the Academic Dean, of the College hosting the unit prior to the commencement date of the unit.

- 7.4 Assessment Information must be published in written or electronic form to students no later than the commencement date of the unit.
- 7.5 Assessment Information must provide:
- a) the particular type, details, conditions, and expectations of each Assessment Task;
 - b) how each Assessment Task aligns with the unit Learning Outcomes;
 - c) the due date (including the time) for submission of each Assessment Task;
 - d) the examination method.
- 7.6 Assessment Information may provide:
- a) opportunity for a student to suggest a topic, prepare a proposal, or adapt a question for an Assessment Task;
 - b) a Grading Rubric;
 - c) presentation requirements, such as footnoting and bibliographical referencing, font and layout options.
- 7.7 An Assessment Task may include requirements for a group of students to prepare, conduct, submit, or evaluate the Assessment Task. This may include the use of techniques such as group work, peer assessment, or self-evaluation. In such cases, the Assessment Information must include detailed instructions that:
- a) explain what is required of participants;
 - b) specify the means of examination or oversight;
 - c) establish processes that allow for effective second examination in accordance with this Policy.

8. Extensions

- 8.1 A student who experiences unforeseen circumstances beyond the student's control which inhibit the student from submission of an Assessment Task by the due date may apply for an extension. Students who have ongoing issues which make submission of work difficult are advised to consult the Inclusion Policy.
- 8.2 Unforeseen circumstances may include but are not limited to:
- a) serious illness or injury of the student
 - b) pregnancy or childbirth for the student or the student's partner
 - c) serious illness or bereavement of an immediate family member
 - d) serious upheaval or disaster
 - e) traumatic experience
 - f) legal responsibilities, such as jury service

- g) military service or emergency services responsibilities
- h) unexpected employment commitments, such as being sent overseas for an extended period.

8.3 Unforeseen circumstances do not usually include:

- a) normal work requirements
- b) church and mission commitments
- c) vacation and travel
- d) undocumented occurrences.

8.4 Lecturer's Extension

A Lecturer's Extension

- a) may only be granted by a lecturer of the relevant unit
- b) may only be granted for a period of up to two weeks
- c) must be sought prior to the due date for the Assessment Task by written application in the form approved by the Director of Learning and Teaching as Schedule D to this Policy
- d) may only be granted so as not to advantage or disadvantage a student
- e) need not be given for tasks worth 10% or less of a unit's assessment weighting, at the lecturer's discretion

The outcome of an application for a Lecturer's Extension must be reported by the lecturer to the student and relevant College Registrar and, where applicable, recorded on the student record system.

8.5 Dean's Extension

A Dean's Extension

- a) may only be granted by the Academic Dean of the College offering the unit
- b) may only be granted for a period of up to four weeks
- c) must be sought by written application in the form approved by the Director of Learning and Teaching as Schedule D to this Policy
- d) must include any supporting evidence required to support the claim
- e) may require the agreement of the lecturer of the unit
- f) may be applied to Written Assessment Tasks and Invigilated Examinations
- g) may assign the student a different type of Assessment Task
- h) may only be granted so as not to advantage or disadvantage a student.

The outcome of an application for a Dean’s Extension must be reported by the Academic Dean to the student, lecturer and relevant College Registrar and, where applicable, recorded on the student record system.

8.6 Late Penalties

8.6.1 Late penalties must be applied to work submitted more than 24 hours after the due date and time for an Assessment Task. The due date for an Assessment Task is either the submission due date, set and communicated as part of the Assessment Information, or the extended due date if an extension has been granted.

8.6.2 The lecturer of the relevant unit has discretion as to whether or not to apply a late penalty to work submitted within 24 hours of the due date and time for an Assessment Task.

8.6.3 Late penalties are applied by reduction of the grade awarded to an Assessment Task, provided that an Assessment Task submitted up to 4 weeks late must not be failed on the basis of lateness alone. If the examiner judges that an Assessment Task submitted up to 4 weeks late is satisfactory then the minimum grade which may be awarded after application of late penalties is 50%.

<i>Date Assessment Task submitted</i>	<i>Late Penalty</i>	<i>Example</i>
a) Over 1 day and up to 1 week late	10%	72% becomes 62%
b) Over 1 and up to 2 weeks late	20%	78% becomes 58%
c) Over 2 and up to 3 weeks late	30%	62% becomes 32% but adjusted to 50% minimum
d) Over 3 and up to 4 weeks late	40%	70% becomes 30% but adjusted to 50% minimum

8.6.4 Work submitted 4 or more weeks after the due date is not accepted and a grade of 0% is recorded.

8.6.5 When a late penalty is applied, the feedback to the student must clearly indicate both the original grade awarded, and the final grade awarded after application of a late penalty.

9. Special Grading Consideration

9.1 Where circumstances impact a student’s ability to complete assessed work or complete related learning tasks, the student may be given special grading consideration.

9.2 Special Grading Consideration may be given when:

- a) student work has been impacted by unforeseen circumstances
- b) suitable evidence, such as a medical certificate, is provided.

9.3 Special Grading Consideration:

- a) must be applied for in writing on the form approved as Schedule E to this Policy by either a student, a lecturer, or an Academic Dean

- b) may only be granted by the Academic Dean of the College offering the unit (and if the unit is not at the student's home College, with permission of the Academic Dean of the student's home College)
- c) must be based on suitable evidence, such as a medical certificate
- d) if granted, must specify details such as changed due date, type or circumstances (including in the case of Invigilated Examinations the new conditions, place and time) of the assessment.

The outcome of an application for a Special Grading Consideration must be reported to the student, lecturer and relevant College Registrar and, if applicable, the First and Second Examiners.

9.4 Special Grading Consideration may include but is not limited to:

- a) allowance of additional time for an assessment task
- b) changed circumstances to undertake assessment
- c) change of type of assessment
- d) extensions beyond that which is permitted under other forms of extension.

10. Examination of Assessment Tasks

10.1 Examination of an assessment task is undertaken by one or more examiners. Examination leads to the determination of a grade and usually creates feedback to account for the grade.

10.2 The grading of assessment is undertaken having regard to:

- a) the approved assessment task;
- b) the learning outcomes being assessed;
- c) the assessment information and any other instructions provided to students;
- d) a Grading Rubric, where applicable;
- e) the originality of the material submitted, where relevant, as required by the Academic Misconduct Policy.

10.3 A grade may only be awarded where the material submitted for an assessment task substantially meets the criteria of the grade descriptor in which the grade falls.

10.4 Wherever possible, feedback is provided to each student or group of students that:

- a) explains how grades were determined;
- b) affirms success and competence as related to learning outcomes and generic skills;
- c) indicates possible ways of improvement.

- 10.5 The First Examiner of a unit is a person who is an academic staff member of the University approved to deliver the unit. Usually, the First Examiner is the academic staff member responsible for the unit.
- 10.6 The Second Examiner of a unit is a person qualified to deliver the unit or a unit of an equivalent level and discipline. The Second Examiner must either be from a different College to the First Examiner or be a person who is not a member of the University.
- 10.7 The First and Second Examiners are appointed by the College with responsibility for the unit. They must be appointed prior to the commencement date of the unit.
- 10.8 The First Examiner is responsible for:
- a) communicating details of all assessment tasks and assessment information to students;
 - b) the conduct of the assessment;
 - c) grading the assessment;
 - d) overseeing staff involved in the examination process, such as tutors
 - e) determining, recording and reporting the grade awarded to each assessment task and to each student in a unit.
- 10.9 The Second Examiner may provide advice reasonably requested by the First Examiner in relation to:
- a) the preparation of assessment information;
 - b) the grading of materials submitted for an assessment task; or
 - c) any other matter relating to assessment in the unit.
- 10.10 The Second Examiner must examine:
- a) any assessment task weighted at 30% or more of the assessment in a unit where the First Examiner assigns a grade descriptor of Fail to that assessment task;
 - b) all assessment tasks attempted by a student if the First Examiner assigns a grade descriptor of Fail to the student's overall result in the unit.
- 10.11 A grade within the grade descriptor of Fail may only be recorded
- a) for an assessment task weighted at 30% or more of the assessment in a unit, or
 - b) for a student's overall result in the unit

where the First Examiner and Second Examiner both determine that the result is a Fail. If either the First Examiner or the Second Examiner determines that the result is a Fail, and the other examiner determines that the result is not a Fail, then a grade within the grade descriptor of Pass must be recorded.

11. Moderation

- 11.1 Moderation is a process of review and comparison of grades recorded by an examiner or cohort of examiners for the purposes of quality assurance prior to the final determination of results for a unit of study.
- 11.2 All grades in a unit must be moderated by the College that hosts the unit prior to the release to students of the final results for that unit. Colleges may make appropriate arrangements to provide for the moderation of results for students who were granted extensions for the submission of assessment materials.
- 11.3 The moderation process is determined by the College provided that moderation is undertaken by at least two qualified persons.
- 11.4 The moderation process may include review of:
- a) distribution of grades in the unit and in equivalent units
 - b) the number and proportion of Fail grades
 - c) the number and proportion of Distinction and High Distinction grades
 - d) mean or median grades
 - e) grades of different groups participating in a unit, such as classroom-based or online-based students, or where several units access the same learning materials
 - f) differences in grade distribution from previous iterations of a unit
 - g) differences in grade distribution between different assessment tasks in a unit.
- 11.5 The moderation process may adjust the grades of a student or group of students to ensure that:
- a) the results accurately reflect the performance of students in a unit;
 - b) the results are at an equivalent standard to results recorded for students in equivalent units within the College and the wider University.
- 11.6 Any adjustment of grades must:
- a) not contradict the requirements of section 10.11 of this Policy in relation to a grade in the grade descriptor of Fail;
 - b) be recorded and justified in writing and reported to the College Academic Committee;
 - c) be reported to any examiner whose results were adjusted.
- 11.7 Reporting of moderation and adjustment of grades must:
- a) indicate which elements from section 11.4 of this Policy were included in the moderation process;
 - b) indicate the particular individual and cohort grades changed between initial reporting to students and final reporting of grades;

- c) indicate that students and examiners affected have been informed of the changes made in moderation;
- d) be reported to the College's Academic Committee and then to the Director of Learning and Teaching before Week 4 of the following semester in the form approved by the Director of Learning and Teaching as Schedule C to this Policy.

12. Reporting of Grades and Return of Assessment Tasks

- 12.1 Grades on assessment tasks must be recorded and reported to students in a timely manner.
- 12.2 Recording and reporting of grades at all stages of examination, moderation, and release must clearly identify any penalties applied to the grade such as penalties for late submission of work.
- 12.3 Assessment materials are returned to students, where practicable, with grades and feedback to assist student learning. Examination scripts from invigilated examinations are not usually returned.
- 12.4 Final grades for assessment tasks and for units are the grades authorised for release by the Director of Academic Services. Grades on assessment tasks returned to students, indicative grades available in the learning management system or student record system, and indicative grades advised to students by staff, are provisional results.

13. Review and Appeal of Results

- 13.1 A student who seeks a review of the grade awarded to an assessment task or to a unit is expected to seek resolution of the matter with the lecturer in charge of the unit.
- 13.2 Review of Result
 - 13.2.1 After the publication of results for a unit, a student may apply for a review of the final grade recorded for the unit by lodging a completed Appeal Notification Form with the Academic Dean of the student's home College within five working days of the result being published.
 - 13.2.2 Where the unit was undertaken at another College, the Academic Dean of the student's home College may refer the review to the Academic Dean of the relevant College for action.
 - 13.2.3 If an Academic Dean is an examiner of the unit that is the subject of the review then the Academic Dean must delegate management of the review to another member of academic staff at the University who is not an examiner of the unit.
 - 13.2.4 The Academic Dean must acknowledge receipt of the review request in writing to the student within five working days.
 - 13.2.5 The Academic Dean must consult with the first and second examiner of the unit. The Academic Dean must inform the examiners if moderation of assessment undertaken in accordance with section 11 of this Policy has affected the final grade awarded to the student.

The examiners must report

- a) agreement on the existing grade; or
- b) agreement on a revised grade; or
- c) inability to agree on a mark in which case the matter must be referred to the Chair of Examiners for a decision on the final grade awarded.

13.2.6 The Academic Dean must provide a report and decision on the review in writing to the student, the Chair of Examiners, and the University Secretary within ten working days of receipt of the review. If the final grade has been amended the Academic Dean must ensure the new grade is recorded on the student's record.

13.3 Appeal of Review of Result

13.3.1 A student may appeal the outcome of the review of a published result for a unit by lodging a completed Appeal Notification Form with the Director of Learning and Teaching within five working days of receipt of the Academic Dean's report on the outcome of the review.

13.3.2 If the Director of Learning and Teaching is an examiner of the unit that is the subject of the appeal then the Vice-Chancellor must delegate management of the further appeal to another member of academic staff at the University who is not an examiner of the unit.

13.3.3 The Director of Learning and Teaching must acknowledge receipt of the appeal in writing to the student within five working days.

13.3.4 The Director of Learning and Teaching must review the review process and outcome and may request further information for this purpose from any member of the University.

13.3.5 The Director of Learning and Teaching must provide a report and decision on the appeal in writing to the student, the student's Academic Dean, the Chair of Examiners and the University Secretary within ten working days of receipt of the appeal. If the final grade has been amended the Academic Dean must ensure the new grade is recorded on the student's record.

13.3.6 The student may have recourse to the Appeals Policy to dispute the outcome of the appeal if the student is able to provide evidence of failure to comply with this Policy.

13.4 Report on Reviews and Appeals

The Chair of Examiners must report annually to the Academic Board on the number of reviews and appeals lodged in accordance with this Policy, and on what actions have been taken to address recommendations arising from such reviews or appeals.

14. Calibration

14.1 Calibration is a process of review and comparison of grades awarded by an examiner or group of examiners for the purposes of quality assurance and professional development. Calibration does not lead to adjustment of grades.

14.2 Calibration is undertaken to check the quality and consistency of grading practices and outcomes across the Colleges of the University, and between the University and other higher education providers.

14.3 Calibration activities may include:

- a) blind grading of deidentified materials submitted for assessment;
- b) comparison of grades and feedback, especially those provided at key boundaries such as Pass and Fail, or Distinction and High Distinction;
- c) peer review workshops

15. Benchmarking

15.1 Benchmarking is undertaken to ensure that the design, approval, management and examination of assessment tasks is of a comparable quality and that grading is fair, defensible, and of an appropriate academic standard.

15.2 Benchmarking is undertaken across selected units and disciplines of the University both externally and internally as determined by the Academic Board. This usually includes at least one internal and one external benchmarking exercise annually, with a report and recommendations on each exercise provided to the Academic Board.

15.3 External benchmarking may include the following:

- a) comparison of assessment design and approval processes;
- b) comparison of unit learning outcomes, alignment within courses, student outcome impact;
- c) comparison of assessment tasks, assessment information;
- d) comparison of grading and moderation practices and grade distributions;
- e) calibration.

15.4 Internal benchmarking may include the following:

- a) comparison of assessment tasks and assessment information by unit level and discipline;
- b) comparison of alignment of assessment tasks with unit learning outcomes, alignment within courses, student outcome impact;
- c) comparison of grading and moderation practices and grade distributions;
- d) calibration.

16. Professional Development

16.1 Professional development is provided by the Colleges and the University to develop, enhance and demonstrate the capability of individual staff members and groups of staff members to execute the principles and procedures of this Policy. Professional development may include:

- a) engaging data from assessment results, grade distributions, comparative studies, Student Unit Evaluations, and other sources;

- b) considering the insights from grades and feedback as a means of evaluating the effectiveness of instructional methods;
- c) “peer review of assessment” exercises in relation to the whole cycle covered by this policy;
- d) calibration of individual examiners or groups of examiners for quality assurance and skill development processes.

17. Review Date

17.1 This policy must be reviewed no later than 30 June 2020.

SCHEDULE A: Assessment Tasks

Approved by the Academic Board: 27 July 2018

Revised by the Academic Board: None.

Schedule A was originally approved by the Learning and Teaching Committee 2 February 2017 and revised 19 October 2017.

1. Word Count

1.1 The minimum and maximum word count for all written Assessment Tasks in a unit are determined by the level of the unit:

Diploma	3,000 to 3,500 words
Undergraduate Level 1	3,500 to 4,000 words
Undergraduate Level 2	4,000 to 4,500 words
Undergraduate Level 3	4,500 to 5,000 words
Postgraduate Foundational	6,000 words (6,000 to 7,000 words from 1 Jan 2020)
Postgraduate Elective	6,000 words (7,000 to 8,000 words from 1 Jan 2020)
Postgraduate Minor Thesis	16,000 words

1.2 Units that include types of Assessment Task that are not written Assessment Tasks must demonstrate equivalence to the prescribed word count. For these purposes:

- a) One hour of examination time is equivalent to 1,000 words;
- b) Fifteen minutes of a verbal or visual presentation is equivalent to 1,000 words.

1.3 Word count includes headings and all text, footnotes and references and excludes bibliography.

1.4 Where a word count is specified, the material submitted must be within 10% of this. Where a range of word count is specified, the material submitted must be within this.

1.5 Where a word count is specified for an Assessment Task, the submitted material must be accompanied by a statement of the word count.

1.6 Penalties may apply for material submitted outside the word count range.

2. Written Assessment Task

2.1 A Written Assessment Task is an Assessment Task completed by a student or a group of students primarily in the student's or group of students' own time and submitted in written form.

2.2 Permitted Assessment Tasks in the category of Written Assessment Task are:

- a) Essay
- b) Blog

- c) Book Review
- d) Case Study
- e) Critical Review
- f) Data Analysis Report
- g) Portfolio
- h) Article (for Newspaper, such as letter to the editor)
- i) Forum
- j) Intertextual Study
- k) Documented Interview
- l) Investigation
- m) Learning Resource
- n) Literature Survey
- o) Annotated Bibliography
- p) Poetry (written)
- q) Written examination under timed conditions conducted online
- r) Report
- s) Document Study
- t) Exegesis
- u) Exegetical Essay
- v) Tutorial Paper/Seminar Paper
- w) Summative Reflection
- x) Material Culture Analysis (identification and description of artefacts)
- y) Skeleton Argument (e.g. Philosophy)

2.3 A Written Assessment Task must conform to the following rules:

- a) Where a choice of topics is provided, each topic or each combination of topics must address the learning outcomes of the approved unit.
- b) Unless otherwise specified, the task must be completed by the student alone, providing reference to materials cited, in the student's own time.
- c) Materials submitted for examination must be tested for originality (to avoid plagiarism) where the specified length is 750 words or greater.

- d) Material for examination must be submitted according to the assessment information provided by the due date unless an extension has been granted or other special conditions apply, otherwise penalties apply.
- e) Material for examination may be resubmitted until the due date and time without penalty.
- f) Extension of submission may be approved in accordance with the Assessment Policy.
- g) Materials submitted for examination may be shared with other examiners, within or beyond the University, for second marking, benchmarking or any other purposes. Where identification is not required for these purposes materials are de-identified.
- h) Where the set length of a single piece of work is 10,000 words or more two examiners must independently grade the work, and the work must begin with an abstract of no more than 100 words which shows that the work aligns with the learning outcomes set.

3. Presentation

3.1 A Presentation is an Assessment Task presented by a student or group of students to an examiner or examiners in verbal, visual, or material form.

3.2 Permitted Assessment Tasks in the category of Presentation are:

- a) Journal
- b) Interview (conducted live or audio or video recorded)
- c) Multi-media project
- d) Photograph/s or Picture/s
- e) Poetry (performed)
- f) Poster
- g) Process diary
- h) Role play
- i) Seminar or Tutorial
- j) Simulation
- k) Film or Video
- l) Website creation
- m) Wiki
- n) Drama/dramatic performance
- o) Debate

- p) Concept map/mind map
- q) Audio recording or Podcast
- r) Visual Art Work
- s) Homily/Sermon
- t) Oral Presentation

3.3 A Presentation must conform to the following rules:

- a) Materials for assessment must be in the format or formats specified in the assessment information. The length, quantity, quality and number of materials should be specified to assist students. This may be expressed in time or in equivalent word count.
- b) Conduct of verbal, oral or visual presentations must allow for second examining either by being conducted in the presence of a second examiner or by being recorded.
- c) Students may be required to submit other materials (such as a brief summary, script or reflection) alongside a verbal or oral presentation.
- d) Where permitted in the assessment information, students or groups of students may be permitted a second or subsequent presentation. This may attract a penalty.
- e) Extension of submission may be permitted where a student is unable to attend a presentation. Where the presentation is by a group, the group should negotiate with the examiner to either arrange a new time if possible, or to present without the member. Extension of submission may be approved in accordance with the Assessment Policy.
- f) Presentations may be recorded and shared with other examiners, within or beyond the University, for second marking, benchmarking or any other purposes. Where identification is not required for these purposes materials are de-identified.

4. Practical Assessment

4.1 A Practical Assessment is an Assessment Task completed by a student or group of students and demonstrated under the supervision or oversight of an examiner or examiners. A Practical Assessment may take the form of a practical demonstration, application of skills, or report on the observation of the student or group of students over a period of time.

4.2 Permitted Assessment Tasks in the category of Practical Assessment are:

- a) Project Report or Project Journal
- b) Verbatim Report
- c) Skill Demonstration
- d) Workplace evaluation

- e) Workshop
- f) Event
- g) Experiment
- h) Community Project
- i) Autobiographical exercise
- j) Peer Evaluation
- k) Personal Reflection
- l) Personal and Professional Evaluation

4.3 A Practical Assessment must conform to the following rules:

- a) Assessment based on practical demonstrations, placements or application of skills such as verbatims and field reports may be reported by an examiner or supervisor. This should be done in a format and with detail as specified in the assessment information provided or agreed at the commencement of the unit. Where there are multiple tasks these may be weighted and may be indicated as being equivalent to a particular word count.
- b) Materials submitted may be used for second marking, benchmarking or any other purposes within or beyond the University for quality assurance purposes. Where identification is not required in the process, materials will be de-identified.
- c) Conduct of tasks should be set out or agreed at the commencement of the unit.
- d) Submission of materials must be in the format specified in the assessment information.
- e) Resubmission of materials may be permitted where this is needed for clarity or other purposes.
- f) Extension of submission may be permitted where circumstances require this. Extension of submission may be approved in accordance with the Assessment Policy.

5. **Invigilated Examination**

5.1 An Invigilated Examination is an Assessment Task completed by a student or a group of students within a specified time and place under supervised examination conditions.

5.2 Permitted Assessment Tasks in the category of Invigilated Examination are:

- a) Written Examination
- b) Oral Examination

5.3 An Invigilated Examination must conform to the following rules:

- a) Where a choice of questions is provided, each question or each combination of questions must address the learning outcomes of the approved unit.

- b) The time, date, duration and (where possible) location of the examination session must be set and communicated to the students at the commencement of the unit.
- c) Unless otherwise specified, the task must be completed by the student alone, providing reference to materials consulted where resources are permitted to be taken into the examination room.
- d) Submission of materials for examination must be in the format specified in the assessment information. In a written examination, materials must be submitted to the invigilator no later than the end of the examination session. In an oral examination, the format must specify matters such as length, depth of analysis, references to major works or authors. Oral examinations must be recorded.
- e) Materials submitted for examination or recorded at an examination may be shared with other examiners, within or beyond the University, for second marking, benchmarking or any other purposes. Where identification is not required for these purposes materials are de-identified.
- f) A written examination session must be monitored at all times by an invigilator who ensures that order is maintained in the exam room, that only permitted materials are brought into the exam room, that attendance is recorded, and that completed examination scripts are kept securely.
- g) A student who is unable to attend an examination for medical reasons and provides supporting evidence may be permitted to sit for the examination at another time. Where a student is allowed to take an examination at other than the set time, the new examination must be of the same form as the original examination, but with new questions. It should be held as soon as practicable after the original set date.
- h) A student with disability may request examinations under special conditions. Such a student must obtain written permission from the College hosting the examination session at least one week before the relevant examination.
- i) Where a writing assistant (amanuensis) is provided, the College must ensure that the person nominated to write the student's paper is capable, agrees not to contribute in any way to the student's content, and accepts that the invigilator determines where and how the student and writing assistant are to be placed.
- j) A student may request permission to bring a computer into an examination room where good and particular reason may be demonstrated. Such a student must obtain written permission from the College hosting the examination session at least one week before the relevant examination.
- k) A student for whom English is a second language may request the allocation of extra time amounting to no more than one-quarter of the advertised duration of the examination sessions. Such a student must obtain written permission from the College hosting the examination session at least one week before the relevant examination.

5.4 Conduct of an examination session

- 5.4.1 The College must provide writing paper or examination books for a written examination. Only scripts written on this paper are accepted for grading, unless written permission has been obtained from the College hosting the examination session.
- 5.4.2 Where materials are permitted to be taken into the examination room (for example, an unmarked copy of the Bible) this must be specified in the assessment information and on the examination paper.
- 5.4.3 A student who has two or more examinations timetabled for the same day may request a special sitting of one examination paper. Such a request must be made to the College at least two weeks before the examination is due to be held.
- 5.4.4 The consumption of alcohol or drugs is not permitted in the examination room and students under the influence of alcohol or drugs may be refused entry to the examination room or removed from the examination room by the invigilator.
- 5.4.5 The use of mobile phones, electronic notebooks, organisers, tablets, or computers is prohibited unless specifically included in the requirements for an examination or unless permission has previously been granted in writing to a student by the College.
- 5.4.6 No student may enter the examination room more than half an hour after the commencement of the examination, nor leave until half an hour after the commencement of the examination or during the last quarter of an hour.
- 5.4.7 Students may be admitted to the examination room fifteen minutes before the commencement of the examination for the purpose of reading the paper. Students may make notes on the examination question paper during this time, but may not commence writing answers.
- 5.4.8 The invigilator makes an announcement that writing may commence, after which students may commence writing answers.
- 5.4.9 No students may communicate with each other in an examination room except with the permission of an invigilator.
- 5.4.10 Students who wish to leave and then return to the examination room must first obtain the approval of an invigilator, who may require that the student be accompanied by an invigilator during the full period of absence.
- 5.4.11 The invigilator warns the students ten minutes before the end of a written examination, then makes a final announcement at the end, when all writing must cease.
- 5.4.12 No writing is to be done after the announcement to cease writing apart from the numbering of questions and completion of covers.
- 5.4.13 Unless directed otherwise, students must write their answer to each question on a separate page, and write the number of the question being answered in the top right-hand corner of each page (e.g. Q1), together with their student number.
- 5.4.14 Students who require writing paper or other materials, or who wish to speak to an invigilator, should raise one hand and keep it raised until the arrival of an invigilator.

- 5.4.15 Immediately following the conclusion of a written examination, each student must staple or otherwise connect all pages of the examination script together, or enclose each examination book used in the cover of the preceding book.
- 5.4.16 Each student must, if required, complete the following information on the cover sheet of the examination booklet, or on a fresh piece of paper connected to the front of the examination script:
- a) the student's number;
 - b) the name of the unit being examined;
 - c) the number of each question answered from the examination paper, in the order of writing.
- 5.4.17 Students must remain seated if instructed until all examination scripts, books and other materials have been collected by an invigilator.
- 5.4.18 A student who, in a written examination, does not answer any questions must submit a completed cover sheet.

5.5 Invigilator responsibilities

- 5.5.1 All staff engaged in the supervision of a formal examination, written or oral, must ensure that the examination is conducted in accordance with these procedures; that each student under examination is treated fairly; and that no student receives unfair advantage.
- 5.5.2 The invigilator must ensure that:
- a) sufficient examination booklets or writing paper are available;
 - b) sufficient copies of the examination paper are available;
 - c) spare pens or pencils are available;
 - d) where loose paper is provided, staplers are provided;
 - e) sufficient quantities of any other materials required for the examination are available;
 - f) only permitted materials are brought by students into the examination session;
 - g) that the examination session commences and concludes on time;
 - h) that all completed scripts are securely delivered to either the College's Registrar or to the First Examiner as soon as possible following completion of the examination session.
- 5.5.3 Where permission for examination under special conditions is given, the College must notify the invigilator at least two days prior to the examination and the invigilator must ensure that appropriate arrangements and facilities are available.

5.5.4 When special circumstances such as use of a writing assistant or computer have been approved, the invigilator must ensure that any resulting noise does not disturb other students.

5.6 Student responsibilities

5.6.1 It is the responsibility of students to ascertain the dates and times at which they are required to attend for examinations, or to perform or submit other components of assessment. Absence or lateness due to misreading the examination timetable or similar error does not entitle a student to any further examination or special consideration.

5.6.2 Students must bring into the examination room a pen for writing, and may also bring loose pens, pencils and erasers.

5.6.3 Students must not bring into the examination room any equipment or materials not approved for use in the examination, unless such equipment or materials are left in a place indicated by the invigilator or placed under the chair of the candidate with the approval of the invigilator.

5.6.4 Where a writing assistant or computer has been approved, the student must accept the direction of the invigilator about their location, to prevent disturbance to other students undertaking the examination.

5.6.5 Students must observe any reasonable direction of an invigilator during the conduct of an examination session. Failure to do so may lead to removal of the student from the examination room.

6. Other Assessment Tasks

6.1 Other Assessment Tasks are those not mentioned above, may be completed by a student or a group of students either in their own time or class time, and submitted in written form, whether in class or online.

6.2 Permitted Assessment Tasks in the category of Other Assessment Tasks category are:

- a) Multiple Choice Quizzes or Tests
- b) Short Answer Tests

6.3 Other Assessment Tasks must conform to the following rules:

- a) Where a choice of topics is provided, each topic or each combination of topics must address the learning outcomes of the approved unit.
- b) Unless otherwise specified, the task must be completed by the student alone.
- c) Material for examination must be submitted according to the instructions provided by the due date unless an extension has been granted of other special conditions apply, otherwise penalties apply.
- d) Material for examination may be resubmitted until the due date and time without penalty, where this is permitted in the Assessment Instructions.
- e) Extension of submission may be approved in accordance with the Assessment Policy.

- f) Materials submitted for examination may be shared with other examiners, within or beyond the University, for second marking, benchmarking or any other purposes. Where identification is not required for these purposes materials are de-identified.

Schedule B: Grade Descriptors

Approved by the Academic Board: 30 June 2017

	Command of Topic	Skill and Application
High Distinction HD 85-100	<ul style="list-style-type: none"> Outstanding attainment of the unit learning outcomes to which the task is aligned Application of factual and conceptual knowledge demonstrating a degree of originality and independent thought 	<ul style="list-style-type: none"> Sophisticated use of appropriate references and sources Demonstrates a high degree of precision and rigour in the argument, analysis and/or insight Excellent and well-crafted communication (written or oral) Highly developed use of prescribed referencing style with no noted errors (where applicable)
Distinction D 75-84	<ul style="list-style-type: none"> High attainment of unit learning outcomes to which the task is aligned Application of factual and conceptual knowledge demonstrating a degree of independent thought 	<ul style="list-style-type: none"> Skilful use of appropriate references and sources Demonstrates evidence of sustained rigour in the argument, analysis and/or insight Effective and well-crafted communication (written or oral) Competently and accurately referenced (where applicable)
Credit C 65-74	<ul style="list-style-type: none"> Sound attainment of unit learning outcomes to which the task is aligned Critical handling of factual and conceptual knowledge 	<ul style="list-style-type: none"> Competent uses of appropriate references and sources Demonstrates a well-structured and clearly expressed argument and/or analysis Concise and structured communication (written or oral) Referencing/footnotes and bibliography, conform to the correct style
Pass P 50-64	<ul style="list-style-type: none"> Satisfactory attainment of unit learning outcomes to which the task is aligned Satisfactory factual and conceptual knowledge 	<ul style="list-style-type: none"> Engagement with a range of appropriate references and sources Demonstrates some argument, analysis and/or insight Intelligible communication (written or oral) Adequate footnoting/referencing and bibliography
Fail F 35-49	<ul style="list-style-type: none"> Lacking in clear attainment of unit learning outcomes to which the task is aligned Lacking factual and conceptual knowledge 	<ul style="list-style-type: none"> Little or no engagement with relevant material Demonstrates a poor level of skill in argument, analysis and/or insight Demonstrates little clarity or logical process in communication (written or oral) Demonstrates low-level skill of footnoting/referencing and bibliography
F 0-34	<ul style="list-style-type: none"> Demonstrates confusion over the subject matter Poorly informed opinion-led work rather than evidence based argument 	<ul style="list-style-type: none"> Fails to demonstrate any satisfactory attainment of the learning outcomes Communication lacks structure and argument Absence or misuse of sources

MODERATION RECORD

College				Year			Semester		
Names of Moderators									
1. Moderation Items chosen									
(Indicate from this list which items were chosen for review this semester. If you used many, in different forms, please indicate the number of times it was used.)									
Moderation Item				Tick which were chosen (or multiple tick those used)			Times Used		
a) distribution of grades in the unit and in equivalent units									
b) the number and proportion of Fail grades									
c) the number and proportion of Distinction and High Distinction grades									
d) mean or median grades									
e) grades of different groups participating in a unit, such as classroom-based or online-based students, or where several units access the same learning materials									
f) differences in grade distribution from previous iterations of a unit									
g) differences in grade distribution between different Assessment Tasks in a unit.									
2. Grade Adjustments Record									
List the units in which adjustments were made:									
Unit	Adjustment (student or cohort)	Adjustment made	Reason	Record Updated	Examiner Advised	Further Action Required			

3. Multi-Streamed Units Record	
Were any of the units adjusted part of a class in which students were at different levels? (For instance, undergraduate and postgraduate, or level 2 and level 3 undergraduate.)	
If no multi-streamed units were adjusted, what observations have you made that satisfies you that the grades in the different levels were appropriate?	
Please identify at least one multi-streamed class (if there has been one this semester) and indicate how the different levels were treated differently, such as by extra or different Assessment Tasks, tutorials, readings, and so on.	
Was this successful in achieving goals?	
Which might be done differently in future?	

Schedule D

Dean's Extension

Please use this form if you need an extension of more than two weeks on a submission due date for a particular assessment task OR if you are applying after the due date.

If more than one extension is requested, please use a separate form for each task.

Please note that an incomplete form or missing evidence may result in your request being denied.

Please submit this form to the Academic Dean of the College offering the Unit.

Student and unit details				
Student name		UD ID		
Unit code				
Unit name				
Lecturer				
Extension request				
Assignment topic				
Assignment no.		Original due date	/ /	
<i>Where appropriate include any additional documentation to support your request for an extension. Attach a scanned copy or photo. You will be notified if you need to provide original documents.</i>				
Number of days for extension		New due date requested	/ /	
Reason for extension application				
<input type="checkbox"/>	Documentary evidence attached (e.g. medical certificate, statutory declaration)			
Declaration				
All information given to support this extension request is to the best of my knowledge correct and complete in every particular.				
Name/signature		Date	/ /	
	<i>Type name for electronic submission</i>			
Decision				
<input type="checkbox"/>	Extension approved	<input type="checkbox"/>	Reasonable grounds for granting the extension	<input type="checkbox"/>
			Revised due date	/ /
<input type="checkbox"/>	Request rejected	Reason not granted		
Comments				
Lecturer/Dean signature		Date	/ /	
Outcome record (office use only)				
Extension recorded and parties advised	Date	/ /	Signature	
Response advised to student	Date	/ /	Signature	

Schedule D

Lecturer's Extension

Please use this form if you need an extension of less than two weeks on a submission due date for a particular assessment task. If more than one extension is requested, please use a separate form for each task.

You must apply before the due date.

Please note that an incomplete form or missing evidence may result in your request being denied.

Please submit this form to your lecturer or the academic staff member in charge of your unit.

Student and unit details			
Student name		UD ID	
Unit code			
Unit name			
Lecturer			
Extension request			
Assignment topic			
Assignment no.		Original due date	/ /
<i>Where appropriate include any additional documentation to support your request for an extension. Attach a scanned copy or photo. You will be notified if you need to provide original documents.</i>			
Number of days for extension		New due date requested	/ /
Reason for extension application			
<input type="checkbox"/>	Documentary evidence attached (e.g. medical certificate, statutory declaration)		
Declaration			
All information given to support this extension request is to the best of my knowledge correct and complete in every particular.			
Name/signature		Date	/ /
	<i>Type name for electronic submission</i>		

Decision			
<input type="checkbox"/>	Extension approved	<input type="checkbox"/> Reasonable grounds for granting the extension	<input type="checkbox"/> No undue disadvantage or advantage to student
		Revised due date	/ /
<input type="checkbox"/>	Request rejected	Reason not granted	
Comments			
Lecturer/Dean signature		Date	/ /
Outcome record (office use only)			
Extension recorded and parties advised	Date	/ /	Signature
Response advised to student	Date	/ /	Signature

Schedule E
Special Grading Consideration

This form allows an Academic Dean to track and manage Special Consideration.



Student and unit details	
Student name	UD ID
Student's Home College	
Name of Academic Dean managing this process	
Unit Code/s	
Assessment Task/s	
Student Situation	
List of evidence seen	
Changes recommended	
Lecturers and others advised	
Student advised	
Outcome/Reflections	

Confidential material associated with the application is for the Academic Dean, Registrar or Principal only to access and must be stored securely.