

ASSESSMENT POLICY



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Related Documents

Australian Qualifications Framework

Higher Education Standards Framework

Regulation 2 Academic Board

Academic Integrity Policy

Appeals Policy

Inclusion 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 complies 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 compliance with 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 a. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and b. 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 excluding:

- a) the examination of a higher degree by research; and
- b) the examination of a Minor Thesis (except as regards extensions and penalties).

2.2 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 Assessment is designed to demonstrate student attainment of unit Learning Outcomes, Course Outcomes and the University's Graduate Attributes.

3.2 Grading of assessment is consistent across the University and its Colleges according to the requirements of the level and type of study, is comparable to standards at other Australian Universities, and evidence is available both to support and to demonstrate application of this principle.

3.3 Students have access to comprehensive and accurate information about assessment requirements and standards on or prior to commencing a unit of study.

3.4 Students receive timely and effective feedback on assessment that supports student learning.

3.5 Students can only be deemed to have failed an assessment task if the assessment has been graded as a fail by two examiners.

4. Definitions

4.1 **Assessment:** 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. Assessment includes knowledge and skills, and development of personal attributes in line with unit and course Learning Outcomes, Graduate Attributes, and other learning aspirations. Assessment is a vehicle for feedback that shapes ongoing and future learning and teaching.

4.2 **Assessment Information:**

- a) Detailed information (such as instructions) provided to the student on each Assessment Task via the Unit Guide prior to the commencement of a scheduled unit; and
- b) Detailed information about how an approved assessment task is to be administered in a particular scheduled instance of an approved unit (which may change according to the time, place, or mode of delivery of an approved unit).

4.3 **Assessment Task:** The particular task set for assessment or the material submitted by a student to meet the requirements of that task that is the basis for grading.

4.4 **Grade:** 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 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 (see Schedule B).
- 4.6 **Grading:** 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 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 Academic Board must publish a Grading Rubric for the use of students, staff and examiners at the University (see Schedule C).

5. **Categories of Assessment Tasks**

5.1 There are four categories of Assessment Tasks:

a) **Written Assessment Task**

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

b) **Presentation**

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.

c) **Practical Assessment**

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.

d) **Invigilated Examination, Quiz or Short Answer Test**

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

5.2 Schedule A: Categories and Assessment Tasks defines the Assessment Tasks permitted to be included in a Unit Record approved by the University and assigns each Assessment Task to one of the categories of Assessment Task defined by this Policy.

5.3 In any written assessment type an oral component may be included without the need to amend the assessment type.

6. **Design of Assessment Tasks: Principles**

6.1 **Learner centred**

- a) designed to support student learning through clear definition of skills and knowledge students are expected to demonstrate
- b) scaffolded to allow students to move beyond current skills and knowledge towards learner autonomy and increased capacity for application and in progressing learning outcomes
- c) designed for a variety of assessment tasks through which students can demonstrate learning
- d) creates opportunities for a student to suggest a topic, prepare a proposal, or adapt a question for an Assessment Task

6.2 Authentic and challenging

- a) allows students to demonstrate the outcomes of their learning within their own unique and authentic personal and professional contexts
- b) aligns with appropriate AQF levels whilst allowing opportunities which challenge and encourage students to demonstrate personal and professional growth
- c) engages students in real world scenarios, whether in historical or contemporary contexts.

6.3 Equitable and inclusive

- a) considers the needs of a diverse population to ensure individuals and student cohorts are not unfairly disadvantaged and to allow for reasonable adjustments where required in assessment tasks
- b) considers diverse learning environments, and provides equivalent and comparable assessment tasks
- c) gives clear guidelines on assessment due dates, marking rubrics, penalties for late submission, approval process for extensions, special grading, opportunity for reasonable adjustments, appeal processes and second examinations

6.4 Aligned with the course and unit learning outcomes and learning activities

- a) maps to the course and unit learning outcomes ensuring that competency can be demonstrated
- b) the Graduate Attributes and desired stakeholder outcomes both personal and professional feature in assessment

6.5 Criterion-centred, clear and unambiguous in expectation

- a) assessments include clearly worded and specific criteria that are easily accessible in the Unit Guide and the Unit Management System
- b) a marking rubric is supplied for each assessment task

6.6 Specific and timely in feedback, not merely graded

- a) provides formative feedback to students on areas where their work can be improved
- b) offers a variety of ways in which to receive feedback (for example, written, verbal, from teacher, self-assessment, peer review or field placement reviews)

6.7 Quality assured and benchmarked

- a) assessment design incorporates best practice as is evidenced by regular changes to assessment based upon student unit evaluation feedback, research engagement and benchmarking
- b) assessments are regularly reviewed to ensure academic quality and fit for purpose appropriate standards are being met
- c) key stakeholders are part of the review process

6.8 Consistently measurable across University Colleges

- a) Diverse learning environments utilise equivalent and comparable assessment tasks (used also in 3.3 Equitable and inclusive above).

6.9 Ensures academic integrity

- a) assessments are submitted via an anti-plagiarism tool (Turnitin) on the LMS and support opportunities for students to learn and enact ethical practices of citation
- b) unique assessment tasks are used to draw upon authentic student engagement both personal and professional
- c) students are given opportunity to identify themselves as the author of their work and declare it as original.

7. Design of Assessment Tasks: Word Count

7.1 The minimum and maximum word count for all written Assessment Tasks are determined by the level of the unit. For a standard unit (pro rata for non-standard units) these are:

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 to 7,000 words
Postgraduate Elective	7,000 to 8,000 words

7.2 Assessment Tasks 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.

7.3 Word count includes headings and all text, footnotes and references but excludes the bibliography.

7.4 Where a word count is specified for an Assessment Task, the material submitted must be within 10% of this.

7.5 Where a word count range is specified for an Assessment Task, the material submitted must be within this range.

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

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

8. Approval of Assessment Tasks and Assessment Information

8.1 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.

8.2 Assessment Information about the Assessment Tasks for each scheduled unit must be approved by the Academic Dean (or delegate) of the College hosting the unit prior to the scheduling of the unit. This Assessment Information must be published in written or electronic form to students no later than the commencement date of the unit via the Unit Guide placed on the Learning Management System.

8.3 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) presentation requirements, such as footnoting and bibliographical referencing, font and layout options (this requirement may be met by referral to the University Style Guide)
- e) a Grading Rubric
- f) the examination method

8.4 Where an Assessment Task includes requirements for a group of students to prepare, conduct, submit, or evaluate the Assessment Task (such as group work, peer assessment, or self-evaluation) 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.

9. Conduct, submission and examination of Assessment Tasks

- 9.1 Unless otherwise specified, the task must be completed by the student alone, providing reference to materials cited, in the student's own time.
- 9.2 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.
- 9.3 Written assessment tasks submitted for examination must be tested for originality (to avoid plagiarism) where the specified length is 750 words or greater.
- 9.4 Students may be required to submit other materials (such as a brief summary, script or reflection) alongside a verbal or oral presentation.
- 9.5 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.
- 9.6 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.
- 9.7 Material for examination must be submitted by the due date specified in the Assessment Information unless an extension has been granted or other special conditions apply, otherwise penalties apply.
- 9.8 Material for examination may be resubmitted until the due date and time without penalty.
- 9.9 Resubmission of materials may be permitted where this is needed for clarity or other purposes.
- 9.10 Materials submitted for examination (whether written or recorded) 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.
- 9.11 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.
- 9.12 Rules for the conduct of Invigilated Examinations are set out in Schedule G.

10. Extensions

- 10.1 A student who experiences 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 whose ongoing circumstances make submission of work difficult are advised to consult the Inclusion Policy and make use of the Student Support Plan.
- 10.2 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.

10.3 Circumstances do not usually include:

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

10.4 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 beyond the assessment due date. Where an extension is for the final assessment it may also not exceed two weeks beyond the published end date of the unit.
- c) must be sought prior to the due date for the Assessment Task by written application in the form approved by the Dean of Academic Programs (see Schedule E)
- 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.
- f) outcome must be reported by the lecturer to the student and relevant College Registrar and, where applicable, recorded on the student record system.

10.5 Dean's Extension

A Dean's Extension:

- a) may only be granted by the Academic Dean of the College offering the unit, or their delegate
- b) may only be granted for a period of up to four weeks beyond the assessment due date

- c) must be sought by written application in the form approved by the Dean of Academic Programs (see Schedule F)
- d) must include any supporting evidence required to support the claim
- e) may require the agreement of the lecturer of the unit
- f) may only be granted so as not to advantage or disadvantage a student.
- g) may not exceed four weeks beyond the published end date of the unit
- h) outcome must be reported by the Academic Dean to the student, lecturer and relevant College Registrar and, where applicable, recorded on the student record system.

10.6 Late Penalties

10.6.1 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.

10.6.2 Late penalties are applied by reduction of the grade initially awarded to an Assessment Task as per the examples below, 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

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

10.6.4 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.

11. Special Assessment Consideration and Reasonable Adjustments

11.1 Where circumstances impact a student's ability to complete assessed work or complete related learning tasks, the student may be given a special assessment consideration or a reasonable adjustment to a task or set of tasks.

11.2 Special Assessment Consideration may be given when:

- a) student work has been impacted by unforeseen circumstances beyond their control

- b) suitable evidence, such as a medical certificate, is provided
- c) does not require any extension to be granted.

11.3 Reasonable Adjustments be made when:

- a) student is unable to complete a task as it may disadvantage them from participating in the unit for health, disability, or on cultural grounds
- b) made in response to a student support plan.

11.4 Special Assessment Consideration:

- a) must be applied for in writing by either a student, a lecturer, or an Academic Dean on the form approved by the Dean of Academic Programs (see Schedule G)
- 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
- d) must still align to the required learning outcomes of the approved assessment task it modifies or replaces
- e) 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 and must allow for second examination.
- f) outcome must be reported to the student, lecturer and relevant College Registrar and, if applicable, the First and Second Examiners.

11.5 Special Assessment Consideration and Reasonable Adjustment may include but is not limited to:

- a) allowance of additional time for an assessment task
- b) changed circumstances to undertake assessment
- c) change to the of type and category of assessment
- d) redistribution of assessment due dates
- e) the use of a student support plan
- f) extensions beyond that which is permitted under other forms of extension.

12. Examination of Assessment Tasks

12.1 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 the student to account for the grade.

12.2 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) the University's Grade Descriptors and Grading Rubric, where applicable
 - e) the originality of the material submitted, where relevant, as required by the Academic Integrity Policy.
- 12.3 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.
- 12.4 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.
- 12.5 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.
- 12.6 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.
- 12.7 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 and nominated in the Unit Management System.
- 12.8 The First Examiner is responsible for:
- a) communicating details of all assessment tasks and assessment information to students usually through a Unit Guide in the Learning Management System.
 - 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.
- 12.9 The Second Examiner may provide advice reasonably requested by the First Examiner in relation to:
- a) the grading of materials submitted for an assessment task; or
 - b) any other matter relating to assessment in the unit.
- 12.10 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.

12.11 When a second examination has occurred (under the requirements of 12.10) and the examiners do not agree, then a grade within the grade descriptor of Pass must be recorded.

13. Grade Moderation

13.1 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.

13.2 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. Appropriate arrangements must be made to provide for the moderation of results for students who were granted extensions or for whom a reasonable adjustment has been made for the submission of assessment materials.

13.3 The moderation process is determined by the College provided that moderation is undertaken by at least two qualified persons.

13.4 The moderation process may include the elements listed below.

- a) Distribution of grades in the unit and in equivalent units
 - highlights where there might have been a marker who has been harsher or more lenient than others
 - identifies trends in student performance and potential supports that maybe needed
- b) The number and proportion of Fail grades
 - evidence of proportionality in grading
 - indicator of student performance and barriers to progress
- c) The number and proportion of Distinction and High Distinction grades
 - evidence of proportionality in grading
- 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
 - consistency in grading across streams of students
- f) Differences in grade distribution from previous iterations of a unit
- g) Differences in grade distribution between different assessment tasks in a unit.

- 13.5 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.
- 13.6 Any adjustment of grades must:
- a) not contradict the requirements of section 12.11 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 and student whose results were adjusted.
- 13.7 Reporting of moderation and adjustment of grades must:
- a) indicate which elements from section 13.4 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 Dean of Academic Programs before Week 4 of the following semester in the form approved by the Dean of Academic Programs (see Schedule D).

14. Reporting of Grades and Return of Assessment Tasks

- 14.1 Grades on assessment tasks must be recorded and reported to students in a timely manner.
- 14.2 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.
- 14.3 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.
- 14.4 Final grades for assessment tasks and for units are the grades authorised for release by the Dean of Academic Programs. 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.

15. Review and Appeal of Results

- 15.1 A student who seeks a review of the grade awarded to an assessment task or to a unit should initially seek resolution of the matter with the lecturer in charge of the unit.
- 15.2 Review of Result
- 15.2.1 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 Review Request Form (in the form approved by the Dean of Academic Programs) with the Academic Dean of the student's home College within five working days of the result being published.
- 15.2.2 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.
- 15.2.3 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.
- 15.2.4 The Academic Dean must acknowledge receipt of the review request in writing to the student within five working days.
- 15.2.5 The Academic Dean must consult with the first and second examiner of the unit to ensure that due consultation occurred before giving the fail grade. The Academic Dean must inform the examiners if moderation of assessment undertaken in accordance with section 13 of this Policy has affected the final grade awarded to the student.
- 15.2.6 Where the due process has not occurred, 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 who appoints a third examiner and makes a final decision considering the advice from all examiners for a decision on the final grade awarded.
- 15.2.7 Where due process has occurred and the examiners had agreed on a Fail grade, the Academic Dean may request a third examiner to assess the assessment task or tasks and report to the Academic Dean. The Academic Dean must then request the first and second examiners to read the third examiner's report and reconsider their own reports, then repeat the process in 15.2.6.
- 15.2.8 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.
- 15.3 Second Review of Result
- 15.3.1 A student may request a second review of a published result for a unit by lodging a written request with reasons in full, together with copies of their first Review Request Form and the Academic Dean's report with the Dean of Academic Programs within five

working days of receipt of the Academic Dean's report on the outcome of the first review.

- 15.3.2 If the Dean of Academic Programs is an examiner of the unit that is the subject of the appeal then the Vice-Chancellor must delegate management of the request for a second review to another member of academic staff of the University who is not an examiner of the unit.
- 15.3.3 The Dean of Academic Programs must acknowledge receipt of the appeal in writing to the student within five working days.
- 15.3.4 The Dean of Academic Programs must review the review process and outcome and may request further information for this purpose from any member of the University.
- 15.3.5 The Dean of Academic Programs must provide a report and decision on the second review 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 request for a second review. If the final grade has been amended the Academic Dean must ensure the new grade is recorded on the student's record.
- 15.3.6 The student may have recourse to the Appeals Policy to dispute the outcome of the second review if the student is able to provide evidence of failure to comply with this Assessment Policy.

15.4 Report on Reviews and Appeals

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

16. Calibration

- 16.1 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.
- 16.2 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.
- 16.3 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.

17. Benchmarking

- 17.1 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.

- 17.2 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.
- 17.3 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.
- 17.4 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.
- 18. Professional Development**
- 18.1 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.
- 19. Date of Next Review**
- 19.1 This policy must be reviewed no later than 31 December 2026.

SCHEDULE A: Assessment Categories and Assessment Tasks

Approved by the Academic Board: 27 Jul 2018

Revised by the Academic Board: 29 May 2020, 19 Nov 2021, 25 Nov 2022

Written Assessment Task	Presentation	Practical Assessment	Invigilated Examination
<ul style="list-style-type: none"> • Essay • Blog • Book Review • Case Study • Critical Review • Data Analysis Report • Portfolio • Article (for Newspaper, e.g. letter to the editor) • Forum • Intertextual Study • Investigation • Learning Resource • Literature Survey • Annotated Bibliography • Poetry (written) • Written examination under timed conditions conducted online • Report • Document Study • Exegesis • Exegetical Essay • Tutorial Paper/Seminar Paper • Summative Reflection • Material Culture Analysis (identification and description of artefacts) • Source Analysis • Skeleton Argument (for example, Philosophy) • Short Answer Responses 	<ul style="list-style-type: none"> • Journal • Multi-media project • Photograph/s or Pictures/s • Poetry (performed) • Poster • Process diary • role play • Seminar or Tutorial • Simulation • Film or Video • Website creation • Wiki • Drama/dramatic performance • Debate • Concept map/mind map • Audio recording or Podcast • Visual Art Work • Homily/Sermon • Oral Presentation 	<ul style="list-style-type: none"> • Project Report or Project Journal • Verbatim Report • Skill Demonstration • Workplace evaluation • Workshop • Event • Experiment • Community Project • Autobiographical exercise • Peer Evaluation • Personal Reflection • Personal & Professional Evaluation 	<ul style="list-style-type: none"> • Written Examination • Oral Examination • Multiple Choice Quizzes or Tests • Short Answer Tests

Schedule B: Grade Descriptors

Approved by the Academic Board: 30 June 2017

Revised by the Academic Board: 19 November 2021

	<i>Command of Topic</i>	<i>Skill and Application</i>
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 creative 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

Schedule C: Grading Rubric

Approved by the Academic Board: 19 November 2021

Revised by the Academic Board: None

	Range	HD 85+	D 75-84	C 65-74	P 50-64	F 35-49	F 0-34
Attainment of unit learning outcomes to which task is aligned		Outstanding attainment of learning outcomes	High attainment of learning outcomes	Sound attainment of unit learning outcomes	Satisfactory attainment of unit learning outcomes	Lacking in clear attainment of unit learning outcomes	No satisfactory attainment of the learning outcomes
Attainment of task-specific objectives		Outstanding attainment of task-specific objectives	High attainment of task-specific objectives	Sound attainment of task-specific objectives	Satisfactory attainment of task-specific objectives	Lacking in clear attainment of task-specific objectives	Fails to demonstrate any satisfactory attainment of the task-specific objectives
Application of factual and conceptual knowledge		Application of factual and conceptual knowledge with creativity and independence	Application of factual and conceptual knowledge demonstrating a degree of independent thought	Critical handling of factual and conceptual knowledge	Satisfactory factual and conceptual knowledge	Lacking factual and conceptual knowledge	Demonstrates confusion over the subject matter
Use of sources		Sophisticated use of appropriate references and sources	Skilful use of appropriate references and sources	Competent uses of appropriate references and sources	Engagement with a range of appropriate references and sources	Little or no engagement with relevant material	Absence or misuse of sources
Argument		Demonstrates a high degree of precision and sustained rigour in the argument	Demonstrates evidence of sustained rigour in the argument	Demonstrates a well-structured and clearly expressed argument	Demonstrates some argument	Demonstrates a poor level of skill in argument	Poorly informed opinion-led work rather than evidence based argument
Analysis and insight		Demonstrates a high degree of precision and rigour in the analysis and/or insight	Demonstrates evidence of sustained rigour in the analysis and/or insight	Demonstrates a well-structured and clearly expressed analysis	Demonstrates some analysis and/or insight	Demonstrates a poor level of skill in analysis and/or insight	Poorly informed opinion-led work
Communication (written or oral)		Excellent and well-crafted communication	Effective and well-crafted communication	Concise and structured communication	Intelligible communication	Demonstrates little clarity or logic	Lacking structure and argument
Referencing	e.g. 1%-5%	Highly developed use of prescribed referencing style with no noted errors	Competent and accurate use of prescribed referencing style	Adequate use of prescribed referencing style	Adequate footnoting/referencing and bibliography	Inadequate level of footnoting/referencing and bibliography	Absence of referencing, misuse of referencing

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				Number of Times Used	Number of Units	Number of Students			
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			

Schedule E

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	/ /
Response advised to student		Date	/ /
		Signature	
		Signature	

Schedule F

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"/>	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 G
Special Assessment Consideration and Reasonable Adjustment**



This form allows an Academic Dean to track and manage Special Considerations and Reasonable Adjustments.

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.

SCHEDULE H: Rules for the Conduct of Invigilated Examinations

Approved by the Academic Board: 19 November 2021

Revised by the Academic Board:

1. General Rules

- 1.1 The time, date, duration and (where applicable) location of the examination session must be set and communicated to the students at the commencement of the unit.
- 1.2 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. 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.
- 1.3 Submission of materials for examination must be in the format specified in the assessment information. Oral examinations must be recorded.
- 1.4 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.
- 1.5 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.
- 1.6 A student may request permission to bring a computer into an examination room. Such a student must obtain written permission from the College hosting the examination session at least one week before the relevant examination. Students must be told what they can and cannot access (for example, word processing but not internet).
- 1.7 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.

2. Conduct of an examination session

- 2.1 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.
- 2.2 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.
- 2.3 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.

- 2.4 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.
- 2.5 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.
- 2.6 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.
- 2.7 The invigilator makes an announcement that writing may commence, after which students may commence writing answers.
- 2.8 No students may communicate with each other in an examination room except with the permission of an invigilator.
- 2.9 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.
- 2.10 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.
- 2.11 No writing is to be done after the announcement to cease writing apart from the numbering of questions and completion of covers.
- 2.12 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 (for example, Q1), together with their student number.
- 2.13 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.
- 2.14 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.
- 2.15 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.
- 2.16 Students must remain seated if instructed until all examination scripts, books and other materials have been collected by an invigilator.

2.17 A student who, in a written examination, does not answer any questions must submit a completed cover sheet.

3. Invigilator responsibilities

3.1 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.

3.2 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.

3.3 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.

3.4 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.

4. Student responsibilities

4.1 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.

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

4.3 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.

- 4.4 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.
- 4.5 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.