ASSESSMENT PROCEDURE

Initially Approved by Academic Board: 3 Jun 2025
Subsequent Approval by Vice Chancellor:
Procedure Steward: Dean of Academic Programs

Related Documents

Assessment Policy

Australian Qualifications Framework

Higher Education Standards Framework

Regulation 2 Academic Board

Academic Integrity Policy and Procedure

Appeals Policy

Support for Students Policy and Procedure

Unit Development and Review Policy and Procedure

1.   Rationale and Objectives

1.1   Assessments are crucial quality measures of students' attainment of both the Course and Unit Learning Outcomes.

1.2   This Procedure ensures that students are assessed fairly and appropriately.

1.3   This Procedure is informed by the *Higher Education Standards Framework* requirements such as:

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:

i. analyses of progression rates, attrition rates, completion times and rates and, where applicable, comparing different locations of delivery, and

ii. 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 Procedure applies to designing and developing, implementing and reviewing of assessment tasks in all coursework units of study at the University.

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

3. Definitions

3.2 **Assessment Information**: Detailed information (such as instructions) provided to the student on each Assessment Task and how it is to be administered will be via the Unit Guide on the Learning Management System or through other approved mechanisms prior to the commencement of a scheduled unit; and

3.3 **Assessment Task:** A particular assessment task that requires students to demonstrate their academic capabilities against specific unit learning outcome(s).

3.4 **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.

3.5 **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 Guidelines for Grade Descriptors).

3.6 **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.

3.7 **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 (see Guideline for Creating and Using Assessment Rubrics).

4.   Unit Assessment Life Cycle

4.1   Assessments within units of study have a life cycle to ensure fitness for purpose of assessments and assurance of student learning. The core elements of the assessment life cycle are:

   a)   Assessment design;

   b)   Student participation and engagement;

   c)   Flexibility and student support;

   d)   Grading assessment tasks;

   e)   Quality assurance of grades and assessments;

   f)   Appeals and reviews;

   g)   Benchmarking;

4.2   The seven elements of the assessment life cycle are normally sequential, however, some of these elements may occur concurrently.

5   Assessment Design

5.1   **Purposeful assessments**

5.1.1   As assessments are essential parts of a student's learning, it is imperative that careful and purposeful design process is undertaken for each assessment task in a unit of study.

5.1.2   All assessments must be designed to measure students' achievement of specific Unit Learning Outcomes.

5.1.3   Ideally, a unit's assessments should be designed to include a variety of assessment types and volumes. Wherever possible, assessment tasks should also be usable across multiple units in any one discipline or year level.

5.1.4   Where possible, Assessment Tasks in required units at every level of the award must be mapped to the Course Learning Outcomes to ensure that students have achieved their program outcomes requirements.

5.1.5   Assessments must be designed to allow for reasonable adjustments for students' needs, including those with a declared disability or other consideration as per section 7.2.

5.1.6   The complexity level of assessments must progress at each level of the award of study (e.g. levels 1, 2, and 3 of a Bachelor, or levels 8 and 9 of a Masters award).

5.1.7   All assessments must be designed to promote academic integrity and where appropriate enable the ethical use of Generative Artificial Intelligence tools.

5.1.8   All assessment tasks must have clear directions to students and defined expectations of what they are to undertake, as well as a clear grading rubric indicating how they are to be assessed.

5.2   **Fit-for-Purpose Assessments**

5.2.1   When designing an assessment task, the academic staff member needs to decide the purpose for the assessment. Each of the following kinds of assessments will require a different design of the assessment tasks to be fit-for-purpose.

   a)   Assessment for Learning – This is a formative assessment. It is an ongoing process throughout the learning period that clarifies the student's learning and understanding. Assessment for learning must have clear goals and may include self-reflection and assessment. The use of Generative Artificial Intelligence (GenAI) may be permitted in such assessment tasks. Once completed, informative feedback is given to the student on how to improve for the next assessment task.

   b)   Assessment as Learning – This kind is also a formative assessment but actively involves the student in the assessment process. Assessment as learning allows students to learn critical thinking and problem-solving skills, ask probative questions and use various decision-making strategies. The use of Generative Artificial Intelligence (GenAI) may be permitted in such assessment tasks. Assessments using reflective practice, self and peer assessments, collaboration and team projects, and reflection of feedback provide a deeper learning process for students.

   c)   Assessment of Learning – This is usually a summative assessment that measures the students' achievements according to set criteria, outcomes and standards. This is used at specific times of a unit or teaching period. Grading of such assessment tasks rely on the validity and reliability of the assessment. Assessment of learning is usually critical for grades and ranking of students' achievements. Examples of such assessments are exams, essays, projects, tests, research papers or theses. The use

of Generative Artificial Intelligence (GenAI) will not be permitted unless it is intrinsic to the assessment task.

5.2.2   A mixture of the above assessment kinds can be used for assessment tasks on a unit of study. For more explanation refer to Guidelines for Choosing Assessments Fit for Purpose.

5.3   **Constructive Alignment of Assessment Tasks**

5.3.1   Assessment tasks must be constructively aligned to the course and unit learning outcomes and learning activities. The Guidelines for Constructive Alignment and Backward Design should be consulted for more information. Briefly, this is achieved by:

a)   mapping them to the unit learning outcomes (and course learning outcomes) ensuring that learning can be demonstrated

b)   meeting the requirements of the University's Graduate Attributes

c)   aligning them to the appropriate Australian Qualification Framework (AQF) level

5.3.2   Students should not be asked to address any material outside the unit learning outcomes in any assessments task.

5.3.3   Assessment task should be weighted according to the importance of the learning outcome(s) being assessed and the complexity and difficulty required to complete the task.

5.3.4   Wherever practicable, each unit learning outcome should be assessed more than once across all the assessment tasks of that unit of study.

5.4   **Setting the Assessment Tasks**

5.4.1   The number of assessment tasks in a unit should be between two or three as set out in the Unit Policy and Procedure, unless the subject matter requires more assessment tasks.

5.4.2   The types of assessment tasks may be chosen from the list below depending on the purpose of the assessment (section 5.2 of this procedure), the learning outcomes it is

meant to measure (section 5.3), the subject matter, and the requirement of the individual student or cohort.

5.4.3   Guidelines for Choosing Assessments Fit for Purpose should be consulted to assist in the choice of assessment task's types. Assessment types may include but are not limited to some of the following:

a)   *Critical writing* – for example, essays, critical analysis, research paper, critique, etc…

b)   Reflective piece – for example personal reflection, theological reflection, practical reflection, or observational reflection, personal journal, diary, workbook, etc…

c)   *Case study* – for example either a lecturer-set or a student-researched case study, etc…

d)   *Research* – for example, annotated bibliography, literature review, research paper, research project, minor or major thesis, etc…

e)   *Invigilated assessments* – for example, an examination, quiz or short answer test. This is completed by a student or group of students within a specified time and place under supervised proctored conditions.

f)   *Practical Assessment* – for example when a student or group of students is asked to demonstrate a task, practical skill, or report an observation under supervision.

g)   *Other types* – for more information consult Guidelines for Choosing Assessments Fit for Purpose.

5.4.4   Alternative assessment types may be used for the same assessment task in the same delivery of a unit depending on the needs identified in 5.4.2 above. This can be either lecturer or student selected. When alternative options are provided, care must be taken to ensure that the constructive alignment is maintained as well as the weighting of the assessment task.

5.4.5   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 Procedure.

5.4.7   Assessment tasks may be developed to incorporate the use of GenAI fully, partially or not at all, as long as this intention is made very clear to the student in the assessment information in the Unit Guide. For more guidance consult the Guidelines for the Use of Generative Artificial Intelligence.

5.4.8   Assessment tasks that permit the use of GenAI should be clearly identified as such and the student must be given clear instruction and directions. Such assessment tasks should only be designed to measure the critical thinking and decision-making of the student as well as their ability to use various learning tools and resources discerningly.

Student must detail how they used and interrogate the GenAI data they obtained and the usefulness to their final submitted piece.

5.4.9 Assessment tasks where partial use of GenAI is permitted should be clearly identified as such and the student must be given clear instruction and directions. For example, students must be required to detail the GenAI tools and the prompts they used to achieve the basis of their work. Student also must detail how they interrogate the GenAI data they obtained and the usefulness to their final submitted piece.

5.4.10 Assessment tasks that do not permit the use of GenAI should be clearly identified as such and the student must be given clear instruction and directions. If a student uses any GenAI tools penalties must be applied as prescribed in the Academic Integrity Policy and Procedure.

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

5.5 **Design of Assessment Criteria and Standards**

5.5.1 Assessment tasks and what is expected from the students must be clearly worded reducing ambiguities.

5.5.2 Assessment tasks that are not written tasks must demonstrate equivalence to the prescribed word count. For these purposes:

a) One hour of written examination time is equivalent to 1,000 words;

b) Fifteen minutes of a verbal or visual presentation is equivalent to 1,000 words

5.5.4 Each assessment task must have a marking criteria or rubric that clearly articulates how the marks are going to be awarded for the student's performance against each of the criteria in the rubric.

5.5.5 Assessment criteria must be related to the task and the purpose of the assessment and the learning outcomes that are being measured (sections 5.2 and 5.3).

5.5.6 For writing Marking rubrics consult the Guideline for Creating and Using Assessment Rubrics.

6 Student Participation and Engagement

6.1 Responsibility of the students

6.1.1 Students are expected to regularly (at least once a week) check their emails, Learning Management System (ARK) communications and broadcasts, and any other communication media used in their units of study.

6.1.2 Students are expected to consult with their lecturers, tutors or their home College or School Academic Deans when seeking clarification and or information regarding their assessments, timing, extensions, or any reasonable adjustments.

6.1.3 Students must complete their assessment tasks and the declaration of the originality and authenticity of their submitted work.

6.1.4 Students must upload their submissions to ARK by the time stipulated otherwise marks may be deducted according to section 8.4.3 of this procedure.

6.1.5 In the case of technological failure that prevents students from uploading their assessments to ARK, the student must inform their lecturer or Academic Dean and send them their work by email.

6.2 Conduct, submission and examination of Assessment Tasks

6.2.1 Unless otherwise specified, the assessment task must be completed by the student alone, providing reference to materials cited, in the student's own time.

6.2.2 Materials for assessment must be in the format or formats specified in the assessment information in the Unit Guide.

6.2.3 All assessment tasks submitted for examination must be tested for originality (to avoid plagiarism), and any use of GenAI tools (especially where and when it is not permitted).

6.2.4 Students may be required to submit other materials (such as a brief summary, script or reflection) alongside an oral presentation.

6.2.5 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.

6.2.6 Assessment based on practical demonstrations, placements or application of skills such as verbatims and field reports (multiple tasks) 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.

6.2.7   Material for examination must be submitted by the due date specified in the Assessment Information in the Unit Guide unless an extension has been granted or other special conditions apply, otherwise penalties apply.

6.2.8   Material for examination may be resubmitted until the due date and time without penalty.

6.2.9   Resubmission of materials may be permitted where there is a need for clarity or other purposes.

6.2.10   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.

6.2.11   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.

6.2.12   Rules for the conduct of Invigilated Examinations are set out in Guidelines for Invigilated Assessments.

7   Flexibility and Student Support

7.1   Extensions

7.1.1   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 Support for Students Policy and make use of the Student Support Plan.

7.1.2   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.

7.1.3   Circumstances do not usually include:

a) normal work requirements

b) foreseen / anticipated professional, church and mission commitments

c) vacation and travel

d) undocumented occurrences.

7.1.4 Lecturer's Extension

A Lecturer's Extension (Lecturer's Extension Form)

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

d) may only be granted so as not to advantage or disadvantage a student

e) at the lecturer's discretion, for tasks worth 10% or less of a unit's assessment weighting an extension may not be necessary, however such decision needs to be recorded

f) outcome must be reported by the lecturer to the student and relevant College Registrar and, where applicable, recorded on the student record system.

7.1.5 Dean's Extension

A Dean's Extension (Dean's Extension Form)

a) may only be granted by the Academic Dean of the College or School 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

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 or School Registrar and, where applicable, recorded on the student record system.

7.2 Special Assessment Consideration and Reasonable Adjustments

7.2.1   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 (see Support for Students Policy Schedules B and C).

7.2.2   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, and

c)   no extension is required to be granted.

7.2.3   Reasonable Adjustments may be made:

a)   when a student is unable to complete a task due to health, disability, or on cultural grounds, or

b)   in response to a student support plan.

7.2.4   Special Assessment Consideration:

a)   must be applied for in writing by an Academic Dean or their delegate on behalf of the student, on the form approved by the Dean of Academic Programs (see Support for Students Policy Schedules B and C)

b)   may only be granted by the Academic Dean of the College or School offering the unit or their delegate (and if the unit is not at the student's home College or School, with permission of the Academic Dean of the student's home College or School)

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 Registrar and, if applicable, the First and Second Examiners.

7.2.5   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 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.

8   Grading Assessment Tasks

8.1   Examination of Assessment Tasks

8.1.1   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.

8.1.2   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)   test for academic integrity that includes originality of the material submitted and/or the use of GenAI where relevant, as required by the Academic Integrity Policy.

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

8.2   Examiner(s) of Assessment Tasks

8.2.1   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. The first examiner may use suitably qualified Teaching Assistants (TA) under their supervision and responsibility. Such TAs must meet the professional equivalency as stipulated in the Academic Staff Policy section 6.4.

8.2.2   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 or School to the First Examiner or be a person who is not a member of the University.

8.2.3   The First and Second Examiners are appointed by the College or School with responsibility for the unit. They must be appointed prior to the commencement date of the unit and nominated in the Unit Management System.

8.2.4   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.

8.2.5   The Second Examiner may provide reasonably requested actions by the First Examiner in relation to:

a)   advice relating to the grading of materials submitted for an assessment task; or

b)   any other matter relating to assessment in the unit; or

c)   double blind grading of the assessment task using the same grading rubric or marking guide as the first examiner.

8.2.6   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

c)   If the total percentage of non-submitted tasks in a unit makes it mathematically impossible for the student to pass, then a second examiner may not be needed.

8.2.7   When a second examination has occurred (under the requirements of 8.2.6) and the examiners do not agree, then a grade within the grade descriptor of Pass must be recorded.

8.3   Feedback

8.3.1   Feedback should be both formative and summative to ensure ongoing learning and development of students' knowledge, skills and abilities to achieve their learning outcomes.

8.3.2   Feedback must be 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.

8.3.3   Providing formative feedback must be integrated into the teaching and learning principles and delivery practices of every unit.

8.3.4   Feedback using the grading rubric is the most objective way to provide informative criteria-based feedback

8.3.5   Feedback must be provided in a timely manner, to allow enough time for students to improve their performance and integrate the feedback in their subsequent assessment tasks.

8.3.6   The scope and mode of feedback may differ depending on the assessment type.

8.3.7   The Learning Management System (ARK) is the formal mechanism for providing feedback and normally occurs though the Turnitin Feedback Studio.

8.4   Penalties

8.4.1 Penalties may apply for material submitted outside the prescribed word count and it's 10% range.

8.4.2 Late penalties will apply to work submitted after the due date and time for an Assessment Task, unless an extension has been granted. 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.

8.4.3 Late penalties are applied by reduction of the marks 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 an Assessment Task submitted up to 4 weeks late is satisfactory then the maximum grade which may be awarded after application of late penalties is 50%.

Date Assessment Task submitted	Late Penalty – *final mark is reduced by the below*	Example
a) Up to 1 week late	10 %	*72% - 10% = 62%*
b) Over 1 and up to 2 weeks late	20 %	*78% - 20% = 58%*
c) Over 2 and up to 3 weeks late	30 %	*62% - 30% = 32% but adjusted to 50% maximum*
d) Over 3 and up to 4 weeks late	40 %	*70% - 40% = 30% but adjusted to 50% maximum*

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

8.4.5 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   Quality Assurance of Grades and Assessments

9.1 Grade Moderation

9.1.1 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. Consult the Guidelines for Moderating Assessments and Grades of Students.

9.1.2 All grades in a unit must be moderated by the College or School that hosts the unit prior to the release to students of the final results for that unit.

9.1.3 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.

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

9.1.4 The moderation process may include the elements listed below.

a) Distribution of grades in the unit and in equivalent units

    i) highlights where there might have been a marker who has been harsher or more lenient than others

    ii) identifies trends in student performance and potential supports that maybe needed

b) The number and proportion of Fail grades

    i) evidence of proportionality in grading

    ii) indicator of student performance and barriers to progress

c) The number and proportion of Distinction and High Distinction grades

    i)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

    i) 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.

9.1.5 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, School, and the wider University.

9.1.6 Any adjustment of grades must:

a) not contradict the requirements of section 8.2.7 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.

9.1.7 Reporting of moderation and adjustment of grades must:

a) indicate which elements from section 9.1.4 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 for approval and then to the Dean of Academic Programs within 2 weeks of CAC approval using the Moderation Report Form approved by the Dean of Academic Programs.

9.2 Reporting of Grades and Return of Assessment Tasks

9.2.1 Grades on assessment tasks must be recorded and reported to students in a timely manner.

9.2.2 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.

9.2.3 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.

9.2.4 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.

10 Appeals and Reviews

10.1 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.

10.2 Review of Result

10.2.1 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.

10.2.2 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.

10.2.3 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.

10.2.4 The Academic Dean must acknowledge receipt of the review request in writing to the student within five working days.

10.2.5 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.

10.2.6 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.

10.2.7   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 10.2.6.

10.2.8   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.

10.3   Second Review of Result

10.3.1   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.

10.3.2   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.

10.3.3   The Dean of Academic Programs must acknowledge receipt of the appeal in writing to the student within five working days.

10.3.4   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.

10.3.5   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.

10.3.6   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.

10.4   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.

11 Internal and External Calibration and Benchmarking

11.1 Calibration

11.1.1 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.

11.1.2 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.

11.1.3 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.

11.2 Benchmarking

11.2.1 Benchmarking or External Referencing 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 (see Guidelines for Peer Review of Assessments).

11.2.2 Peer Review 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.

11.2.3 External benchmarking (with institutions outside the University of Divinity) 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.

11.2.4 Internal benchmarking (with Colleges within the University of Divinity) 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.

11.3 Professional Development

11.3.1 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.

12 Date of Next Review

12.1 This Procedure must be reviewed no later than 31 December 2028.