



Assessment Policy and Procedures

Purpose

This policy provides a set of principles to underpin assessment practice at the Central Institute of Technology and Innovation (the Institute). It outlines the responsibilities and obligations of staff and students regarding assessment and specifies the procedures for the conduct, submission, and evaluation of assessments at the Institute.

Scope

This policy applies to all students enrolled in courses at the Institute and all staff who are involved in evaluating and marking assessments.

Related Documents

This policy should be read in conjunction with the following Institute documents:

- Student Code of Conduct Policy and Procedures
- Student Support Policy and Procedures
- Misconduct Policy and Procedures
- Student Reasonable Adjustment Policy and Procedures
- Academic Progression Policy and Procedures
- Student Grievances, Complaints, and Appeals Policy and Procedures
- Special Consideration Policy and Procedures

All documents referenced in this policy can be accessed via the CITI website.

Definition of Key Terms

For the purpose of this Policy, the following definitions apply:

Term	Definition
Staff Member	Any person who is an employee of the Institute. This includes full-time, part-time, sessional, and casual staff.
Student	Any person enrolled as a student of the Institute. This includes enrolment in all modes of study and at all locations.
Unit of Study	A unit of study is an academic module which forms part of a course of study. A unit of study has a credit point value that contributes towards a course.
Unit Coordinator	A unit coordinator is responsible for providing the teaching materials and resources, as well as administering the assessment, for an individual unit of study.
Academic Head	Academic Head is the title for an administrator who leads the academic departments within the Institute. The Dean reports to the Chief Executive Officer and to the relevant governing boards.
Grades	Grades are a mark indicating the quality of a student's work for a unit of study. All grades are approved by the Academic Board.
Grade Distribution	Grade distribution means the grouping of grades using data by unit, course of study, student cohort or other grouping. (Adapted from TEQSA definition.)
Moderation	Moderation is a quality assurance process that ensures appropriate standards. It is a process for ensuring that marks or grades are awarded appropriately and consistently.

Term	Definition
	Moderation involves checking and reviewing assessment schemes, items and assessor judgments.
Unit Learning Outcomes (ULOs)	Unit Learning Outcomes are statements of what a learner is expected to know, understand, and be able to do at the end of a period of learning. They are a statement of what a student is expected to demonstrate their achievement of the learning. ULOs are approved by the Academic Board and are reviewed under the Course and Unit Review Policy and Procedures.
Assessment	Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analysing, interpreting, and using information to increase students' learning and development. Assessment is reviewed at the end of each period of study and is also reviewed under the Course and Unit Review Policy and Procedures.
Group assessment	An assessment procedure in which students work together in groups to prepare, produce and (in some cases) present their work. Students will be graded individually for their specific contribution to their team's overall work.
Late Assessment Submission	Late assignment submission means when a student submits an assignment after the due date without permission, with the possibility that they may incur a penalty in their marks.
Request for Extension	A written request to extend the submission date of a scheduled assessment due to matters that have

Term	Definition
	prevented the completion and/or submission of assessment. A successful request for extension means that a student will not incur a penalty in marks for a late submission.
Special Consideration	Special consideration is the process for assessing the impact of short-term events beyond a student's control (exceptional circumstances), on your performance in a specific assessment task or series of assessment tasks.
Supplementary Assessment	Supplementary assessment provides an additional opportunity for a student who has not achieved a passing grade for a topic to demonstrate that they have achieved the learning outcomes of the topic by completing an additional assessment activity.
Deferred Assessment	Deferred assessment provides an additional opportunity for a student who has missed or been unable to complete a scheduled assessment due to extenuating circumstances.
Formative Assessment	Formative assessment is ongoing assessment involves checking knowledge and understanding throughout the learning process, showing students and teachers what has been learned and what areas needs more work. This type of assessment may or may not be graded. Formative assessment is graded is generally low stakes and may be in the form of a draft or preliminary submission.
Engagement with the Process Assessment (EPA)	The EPA is a reflective style of assessment that is used to enable students to critically reflect upon their own learning.

Policy Principles

The primary focus of all assessment items should be to provide students with opportunities to engage with the learning outcomes. Assessment and criteria should be directed towards learning, and exploration where possible. The following principles underpin assessment practices at the Institute:

1. **Application of Knowledge and Skills:** Assessment is focused on the application of knowledge and skills at the required course level as specified in the Australian Qualifications Framework (AQF). (Standard 1.4: The higher education provider must ensure that the learning outcomes for each course are consistent with the level and qualification type of the AQF)
2. **Principles of Fairness and Equity:** Assessment complies with the principles of fairness, equity, validity, reliability, flexibility, authenticity, and sufficiency. (Threshold Standard 1.4: The higher education provider must ensure that assessment methods and tasks are fair, equitable, valid, and reliable.)
3. **Constructive Alignment:** Assessment strategies are designed to ensure constructive alignment of tasks with the learning outcomes for a unit of study to provide evidence as to whether the learning outcomes have been achieved. (Standard 1.4: The higher education provider must ensure that assessment tasks are aligned with the learning outcomes of the unit and course.)
4. **Consistency of Assessment:** The assessment process is consistently applied across all units of study and courses. (Standard 1.4: The higher education provider must ensure consistency in the application of assessment processes across courses and units of study.)
5. **Credit Recognition and RPL:** The assessment process facilitates credit recognition towards AQF qualifications and recognition of prior learning (RPL) and recognition of professional experience. (Standard 1.2: The higher education provider must have policies and procedures in place for the recognition of prior learning and credit transfer.)

6. **Achievement of Qualification Requirements:** The assessment process confirms that graduates have satisfactorily achieved the requirements for the award of the qualification. (Standard 1.4: The higher education provider must ensure that students who complete the course have met the learning outcomes and other requirements for the award of the qualification.)
7. **Validation and Review:** Assessment strategies for each unit are validated and reviewed on a regular basis through moderation and independent external review. (Standard 5.3: The higher education provider must have processes in place for the regular review and validation of assessment methods and tasks.)
8. **Transparent Information:** Students are provided with clear and transparent information on course and unit of study assessment requirements. (Standard 1.3: The higher education provider must provide students with accurate and accessible information about the requirements for assessment in each course and unit of study.)
9. **Formative Assessment:** Ongoing formative assessment and early low stakes (low weighting) assessment are used where practicable in units as a means of identifying student progress and mastery of skills and knowledge. (Standard 1.4: The higher education provider must include formative assessment as part of the assessment strategy to support student learning and development.)
10. **Quality and Timely Feedback:** Students receive quality and timely feedback on their assessment tasks to support their learning and development. Standard 1.3: The higher education provider must ensure that students receive timely feedback on their performance and progress during their course of study, to support learning and to help them achieve their learning outcomes.
11. **Academic Misconduct:** Instances of alleged academic misconduct will be investigated as per the Misconduct Policy and Procedures. A range of penalties apply for Academic Misconduct. (Standard 5.2: The higher education provider must have policies and procedures in place for the investigation and management of academic misconduct.).



12. **Artificial Intelligence in Assessment:** The use of artificial intelligence (AI) in assessment is integrated to enhance the learning and assessment experience, ensuring ethical and transparent use of AI tools. AI must not compromise the fairness, equity, and integrity of the assessment process. (Standard 5.2: The higher education provider must ensure that technology, including AI, used in assessments is secure, reliable, and used in a manner that upholds academic integrity).

Policy Statement

An overall assessment strategy for each unit is developed to reflect the integration and application of skills and knowledge and constructively align tasks with the Learning Outcomes for that unit.

1. Student Rights and Responsibilities

The following student rights and responsibilities apply:

1.1 Student Rights:

- 1.1.1 Access to clear and consistent information on assessment.
- 1.1.2 Timely feedback on assessment papers (normally within 10 working days of submission).
- 1.1.3 Review their marked assessment papers.
- 1.1.4 Access academic skills and assessment support.
- 1.1.5 Appeal against an aspect of the assessment process.

1.2 Student Responsibilities



- 1.2.1 Students must make a reasonable attempt on all pieces of assessment in order to be eligible to pass a unit of study.
- 1.2.2 Students must submit all pieces of assessment to complete a unit of study. Students who do not submit all pieces of assessment may receive a Fail Incomplete (FN) grade.
- 1.2.3 Students must achieve a cumulative grade of 50 percent to achieve a pass mark.
- 1.2.4 Students responsible for accessing assessment information in the unit outline and on the Learning Management System.
- 1.2.5 Students must set out and submit their work according to the instructions given in the assessment description.
- 1.2.6 Students must retain a copy of all assessments submitted for marking.
- 1.2.7 Maintain high standards of academic honesty and integrity.
- 1.2.8 Abide by assessment and related policies and procedures.
- 1.2.9 Submit assessment tasks by the due date and attend examinations.
- 1.2.10 Attend classes and advise Unit Coordinators when unable to attend.
- 1.2.11 Provide supporting documentation when applying for an extension or special consideration.
- 1.2.12 Appeal an assessment decision made on the basis of procedural anomalies or errors.

2. Staff and Institute Responsibilities

The Institute and its staff have a responsibility to:

- 2.1 Ensure that assessment practices are clear and consistently applied across the Institute.
- 2.2 Ensure that assessment information is provided to students in a timely manner.
- 2.3 Ensure that assessment feedback is provided to students in a timely manner (normally within 10 working days of submission).
- 2.4 Ensure that assessment tasks reflect the relevant learning outcomes of the unit, the Australian Qualification Framework (AQF) level of the course, and good practice principles in assessment design.
- 2.5 Retain marked examination papers for review.
- 2.6 Ensure that all grades are entered on the Learning Management System.
- 2.7 Review assessment results and moderate as required.
- 2.8 Ensure that student privacy is maintained on assessment matters.
- 2.9 Ensure that assessment appeals are convened in a timely manner and as per Institute Policy.

Procedures

The following procedures apply for all assessments:

1. Provision of Assessment Details

Assessment descriptions provided in unit outlines must include the following:

- 1.1 **Assessment number:** The number of the assessment in the order of submission.
- 1.2 **Assessment title:** The name of the assessment
- 1.3 **Date Due:** The due date for the assessment.
- 1.4 **Week Due:** The week in the semester which the assessment is due.



- 1.5 **Assessment Information:** The assessment type (e.g., case study, project, presentation)
- 1.6 **Assessment Aim:** The specific aim of the assessment and what skills and/or knowledge students have the opportunity to demonstrate by completing the piece of assessment.
- 1.7 **Assessment Details:** The details about the assessment must be clearly stated in non-technical language. This can include information resources that students can use. This may include software, automated and generative technologies, textbooks, reference materials, and any other information that may guide students in understanding both the requirements of the task and the limits and scope of the task. Additional assessment resources can be provided to students via the Learning Management System.
- 1.8 **Submission Details:** Any relevant information for a student on the submission requirements. This may include file naming conventions, retaining a screenshot of submission, and file types.

2. Mapping to Graduate Attributes, Course Learning Outcomes, and Unit Learning Outcomes

- 2.1 All assessment items must be mapped to the Graduate Attributes, Course Learning Outcomes, and Unit Learning Outcomes.
- 2.2 This mapping must be included in the Unit Outlines. Noting that any changes to mapping must be undertaken as part of the Course Review and Quality Assurance process.

3. Assessment Extension

- 3.1 A student may apply to the Unit Coordinator for an Assessment Extension along with written evidence to support the student's claim that the extension of time is needed because of circumstances beyond their control.
- 3.2 The Unit Coordinator will respond to the request as soon as practicable, advising the student of the outcome of their request. If the application for an assessment extension is granted, the Unit Coordinator will advise the student on the revised submission date and submission process.
- 3.3 Unit Coordinators will maintain a record of the number of extensions for each unit as part of the end of semester moderation process. This information will be used for quality assurance and unit review.

4. Grounds for an Assessment Extension

Assessment extensions can be sought on the grounds of Medical, Technical, Compassionate, and Extenuating circumstances.

Grounds for extension	Evidence	Explanation
Medical	Doctor's certificate or similar	<p>The Institute does not consider the following to be a significant impairment:</p> <ul style="list-style-type: none"> • Minor ailments including, but not limited to; colds, minor respiratory infections, minor gastric upsets, menstrual irregularities, and/or headaches. • Stress or anxiety levels normally associated with study. • Ongoing medical conditions that are currently being managed unless there has been an exacerbation of that condition.

Grounds for extension	Evidence	Explanation
		Note that medical extensions may be extended to primary carers and parents.
Technical	Screen shots, emails from service provider, or similar, and/or statutory declaration	<p>The Institute does not consider the following to be grounds for an extension for technical reasons:</p> <ul style="list-style-type: none"> Submission of an incorrect file, misreading submission dates, slow upload of files, misreading unit outline, not saving a backup version of the file, and/or battery running out, and/or lack of access to Wi-Fi or other technology
Compassionate	Statutory declaration	<p>The following are examples of events and/or occurrences for compassionate grounds:</p> <ul style="list-style-type: none"> Death or illness of an immediate family member, car or transport accident, victim of harassment, discrimination, and or vilification in any form, natural disaster, political upheaval, disruption to family life, victim, or witness of a crime, and/or end of a significant relationship. <p>The Institute does not consider the following to be grounds for an extension for compassionate grounds: Employment commitments, balancing workloads, misreading exam timetables, travel, normal childcare responsibilities, and/or sport, social, or leisure commitments.</p>
Extenuating	Evidence of event or occurrence, and/or statutory declaration	The following are examples of events and/or occurrences for extenuating circumstances:

Grounds for extension	Evidence	Explanation
		<ul style="list-style-type: none"> • Military leave, legal issues, elite athlete, religious obligations, jury duty, and/or Emergency Management Services (e.g., volunteer firefighter) <p>The Institute does not regard travel, balancing workloads, and/or overlapping study periods as extenuating circumstances.</p> <p>In the event of a local, state, national, or international event that impacts upon a student and/or student group, the Institute will put in place mechanisms to enable students to engage with their studies. This will be on a case-by-case basis.</p>

5. Requesting an Extension

- 5.1 Extensions should be sought in writing five working days in advance of the stated due date for the assessment.
- 5.2 Extensions sought between four working days and the date of submission may be approved at the discretion of the Unit Coordinator.
- 5.3 Extensions will not normally be granted after the due date has passed.

6. Requesting an Extension due to Technical Issues

- 6.1 If a student experiences technical issues that prevent that student from submitting a task, the student will need to contact the Unit Coordinator via email within one working day (24 hours) of experiencing the technical issue.



- 6.2 Students must provide supporting evidence of the technical issue in the form of a short personal statement outlining the technical difficulties. The student must also include screenshots of error messages and technical difficulties.
- 6.3 The student may also be required to provide supporting evidence relating to the technical or connectivity difficulties.
- 6.4 The Unit Coordinator, at their discretion, may direct the student to submit the assessment in an alternative way or may grant the student time to resolve the technical issue.

7. Duration of Extension

- 7.1 The maximum period an extension will be granted on medical grounds is 14 calendar days.
- 7.2 The maximum period an extension will be granted for technical reasons is 7 calendar days.
- 7.3 The maximum period an extension will be granted for compassionate reasons is 14 calendar days.
- 7.4 The maximum period an extension will be granted for extenuating circumstances is 14 calendar days.
- 7.5 The maximum period an extension will be granted for other personal, professional, or exceptional circumstances is two calendar days.
- 7.6 Special consideration may be sought to support students that require a longer period of extension that may impact upon their ability to engage with unit content and assessments.



8. Special Consideration

Special consideration is the process for assessing the impact of short-term events beyond a student's control (exceptional circumstances) on student's performance in a specific assessment task and/or tasks. These are exceptional circumstances or situations that may:

- Prevent a student from completing a unit requirement.
- Prevent a student from attending an assessment.
- Prevent a student from submitting an assessment
- Significantly affect a student's assessment performance

- 8.1 The Institute has a Fit to Sit/Submit rule, which means that if a student sits an exam or submits an assessment, they are declaring themselves fit to do so and cannot later apply for special consideration.
- 8.2 The Institute will consider any special circumstances that may have educationally disadvantaged a particular applicant. This is accordance with relevant Policy, as well as the Higher Education Support Act (2003).
- 8.3 Submitting a request for special consideration to gain academic advantage is considered an act of academic misconduct and is subject to disciplinary action.
- 8.4 Refer to the Special Consideration Policy and Procedures for further information and the procedures for applying for Special Consideration

9. Applying for Special Consideration

- 9.1 Students must apply for special consideration within five working days of the missed assessment or exam, except where their circumstances of illness or misadventure prevent them from doing so.
- 9.2 Special consideration forms and documentation must be lodged with Student Services. Special consideration forms can be accessed on the Learning Management System.



- 9.3 Students must attach relevant documentation to the application. This may be in the form of evidence such as medical certificates, police reports and/or statutory declarations.
- 9.4 Where a student is unable to lodge an application for Special Consideration, the Institute will work with the student on a case-by-case basis to ensure that the safety and wellbeing of the student is at the centre of decision relating to Special Consideration and assessment.

10. Late Submission

- 10.1 Where a student submits an assessment item after the published submission date without an approved application for an assessment extension, the Unit Coordinator will normally administer a penalty of 10% of the total marks for the item for each day late (excluding weekends and public holidays).
- 10.2 After a period of 10 working days, a student will receive a mark of zero for the assessment.
- 10.3 The assessment must be submitted in order to prevent a Fail Incomplete (FN) grade being recorded on the student's academic transcript.

11. Resubmission

Where the Unit Coordinator determines that the nature or conditions of an assessment activity allow it, a student will be given a single opportunity to resubmit (or re-present) any failed assessment activity with a 20% or greater weighting, provided:

- 11.1 The student has meaningfully attempted the assessment activity (i.e., the student made a tangible attempt to address the requirements of the assessment activity on the original submission).



- 11.2 The student has submitted the assessment activity by the due date (either the original due date or extended/deferred due date granted in accordance with this Policy).
- 11.3 The student has not already received an opportunity for formal feedback on a draft of the assessment activity or completed a similar assessment set as a scaffolded activity to the final assessment.
- 11.4 The student has not received answer guides as part of the feedback.
- 11.5 Group assessment activities may be resubmitted by the whole or part of the group responsible for the original submission. A revised grade will only be awarded to those students contributing to the resubmission.
- 11.6 The student must notify the Unit Coordinator that they will resubmit the assessment activity within two business days of receiving the marked original submission.
- 11.7 The due date for resubmission will be one week after the return of the original submission, unless otherwise approved by the Topic Coordinator.
- 11.8 The maximum grade obtainable for a resubmitted assessment activity is a Pass (P).
- 11.9 An extension for resubmitting assessment activities will only be granted in accordance with this Policy.

12. Supplementary Assessments

Supplementary assessments provide students who have not achieved a passing grade for a unit to demonstrate that they have achieved the learning outcomes of the unit by completing an additional assessment activity. The following apply:

- 12.1 The assessment is determined by the Unit Coordinator.



- 12.2 A supplementary assessment may, at the discretion of the Academic Head or delegate, be offered to a student in their final semester of study to enable the student to complete the unit and course requirements.

13. Supplementary assessment on academic grounds

Where the Unit Coordinator determines that the nature or conditions of the unit allow it, the student will be offered supplementary assessment if they do not achieve a passing grade for an assessment and/or unit of study provided they:

- 13.1 Have submitted and passed all other pieces of assessment for the unit.
- 13.2 Have achieved a grade for the assessment that is between 40 – 49%.
- 13.3 Have completed all required assessment activities for the unit.
- 13.4 Have used all opportunities for resubmission.
- 13.5 Have passed all non-graded hurdle requirements that apply to the unit.

14. Supplementary assessment for Special Consideration

A student may apply to the Academic Head for a supplementary assessment if their failure to achieve a passing grade and meet the requirements of the assessment and/or unit is due to unforeseen or exceptional circumstances reasonably beyond the student's control or knowledge. The following apply:

- 14.1 Supplementary assessment will cover the learning outcomes not yet achieved. The type of supplementary assessment activity must be appropriate to the learning outcomes being assessed and will be determined by the Unit Coordinator.



- 14.2 Student Services will notify students of the offer or award of supplementary assessment, and include the nature, time, and location of the assessment activity in the notification.

15. Supplementary Assessment Grades

The student's supplementary assessment will be used to determine the final grade for the topic, but only the final grades of Pass (P) or Fail (F) will be awarded. If a student chooses not to undertake supplementary assessment, the student will be awarded a result of Fail (F).

16. Deferred Assessments

A student who is unable to attend or remain for the duration of an assessment that is time and location dependent (e.g., test or examination, in-class assessment, practical, oral interview, etc.) due to unforeseen or exceptional circumstances may apply to defer the assessment. The following apply:

- 16.1 Deferred assessment will not be granted on the grounds that a student has mistaken the time or location of an assessment unless the Academic Head determines otherwise.
- 16.2 Applications for deferred assessment must be made using the request for extension form responsible for the to the Unit Coordinator within three business days of the assessment date.
- 16.3 Where the circumstances prevent the student from applying within this time, requests may be considered at the discretion of the Academic Head.
- 16.4 Student Services notify students of the outcome of their application for deferred assessment no later than five business days after the receipt of the completed application.
- 16.5 The Unit Coordinator will determine the nature, time and location of the deferred assessment activity.



- 16.6 Students will be notified at the earliest possible time.

17. Scheduled Assessments (Examinations)

- 17.1 Unit Coordinators are responsible for preparing an examination (main) paper and a deferred examination paper for each unit of study in each offering.
- 17.2 Unit Coordinators have a responsibility to ensure that the examination papers are reviewed each semester to ensure that the examination meets the required Unit Learning Outcomes.
- 17.3 All examination papers must be moderated by the Academic Head or delegate prior to being released to students.
- 17.4 A copy of both the main examination paper and the deferred exam paper will be archived for quality assurance.
- 17.5 Examinations will vary in length and type. Examinations will be no more than three hours plus reading time in duration.
- 17.6 Students are not granted access to past or previous examinations.
- 17.7 Examinations should be avoided in 100-level units of study where practicable. If an assessment is scheduled in a 100-level unit, the weighting must not exceed 30 percent of the total unit assessment weighting.
- 17.8 Examinations in 200 and 300 level units must not comprise more than 40 percent of the total unit assessment weighting.
- 17.9 The exam timetable is normally released in Week 10 of each semester.
- 17.10 Students may request to view their marked examination papers after the results have been released.
- 17.11 Requests should be made via email to Student Services within five working days of the results being released.

18. Attendance at Examinations

- 18.1 Attendance at examinations is compulsory. Failure to attend examinations with no satisfactory explanation may result in failure for that unit and a Fail Incomplete (FN) grade being awarded.
- 18.2 Incorrectly reading or misunderstanding the examination timetable will not be accepted as a compassionate nor compelling reason for failure to attend an examination.
- 18.3 The Institute does not accept the scheduling of travel, work, and/or social events as a satisfactory explanation for non-attendance.
- 18.4 Students who do not attend an examination are required to contact Institute as soon as practicable, generally within 48 hours, providing a written explanation, supported by evidence, for their non-attendance.

19. Online Examinations

- 19.1 The time listed on the examination timetable is the time when the examination opens online.
- 19.2 Students will normally be allocated a window of time, as per the examination timetable, in which to commence their examination. This window will be reflected in the access to the examination section the MyCITI Learning Management System.
- 19.3 It is the responsibility of the student to ensure they allow adequate time to complete the examination before the examination closes.
- 19.4 Examination closing times are adhered to with precision.
- 19.5 Students should allow sufficient time to upload their examination papers.
- 19.6 Student should take a screen shot of the uploaded assessment item prior to exiting the Learning Management System.

- 19.7 In the event that a student experiences technical difficulties (See Section 2 Assessment Extension table), the student has one working day (24 hours) to notify the Unit Coordinator of the issue.

20. Hurdle Assessments

Assessment hurdles are seen to be the minimum requirement for an assessment that students need to achieve to pass an assessment or a unit. The following apply:

- 20.1 The Institute sets a primary hurdle for each unit that students must achieve a cumulative assessment pass mark of 50%. A cumulative assessment total below 50% is considered a failure in demonstrating the unit learning outcomes.
- 20.2 In certain units, secondary hurdles may be established if it is in alignment with the unit and course learning outcomes. Secondary hurdles are used to ensure that students are able to demonstrate the learning outcomes. They are also used to ensure that students are demonstrating the required level of knowledge and skills relevant to the discipline and to the Australian Qualifications Framework.
- 20.3 Secondary hurdles may include a minimum level of attendance in a unit of study, a minimum mark of 50% in a final examination, or an agreed minimum mark in a level of proficiency (e.g., 100% in a required mathematics test or 80% in a demonstration of a technical skill).
- 20.4 *Secondary* hurdles need to be considered in the scope of the assessment schedule for the unit and the course.

21. Innovation Hub Unit Assessments

- 21.1 Units of study that are scheduled as Innovation Hub Units, including capstone units, are graded as satisfactory or unsatisfactory.



- 21.2 Students are to receive timely formative feedback from the academic teaching team throughout the teaching period to ensure that students continue to make progress through the unit of study.
- 21.3 Students will be required to submit evidence of ongoing engagement with the unit in the form of formative assessments and Engagement with the Process Assessment (EPA).

22. First Year Assessments

- 22.1 Assessments in 100 level (first year) units will provide opportunity for feedback where practicable.
- 22.2 Early low-weight assessments (less than 20 percent of the unit weighting) will be part of the assessment schedule where practicable.
- 22.3 No single assessment task will have a weighting over 40 percent of the unit assessment total.
- 22.4 Support for written assessments to enable students to transition to higher education will be embedded into unit materials where practicable. This support may extend to academic integrity, referencing, academic writing, research, and source evaluation.
- 22.5 Formative feedback not connected to assessment items will be given, where practicable, in class during activities as part of ongoing skills and knowledge development and as part of the Institute's overall commitment to quality learning and teaching.

23. Engagement with the Process (EPA) Assessments

All first-year units must have an Engagement with the Process Assessment (EPA). EPA engages the student in reflective practice and is designed to provide first year students with a space to reflect upon their learning and to develop self-regulation. EPA



are undertaken as a reflective assessment and are designed to encourage engagement in and responsibility for the student's own learning.

- 23.1 EPA can have a weighting of no more than 20 percent of the unit assessment.
- 23.2 EPA are ongoing reflective assessments. Students cannot request extensions, supplementary assessments, deferred assessments, or special consideration for EPA.
- 23.3 EPA cannot be used to grade subject markers of personality, behaviour, or performance.
- 23.4 EPA cannot be used to grade attendance.

24. Group Assessments

- 24.1 Group assessment will comprise no more than 30 percent of a unit assessment weighting. Noting that capstone units or project units where group assessment forms part of the Learning Outcomes may require a total group weighting of more than 30%. However, each group assessment will have an individual assessment component.
- 24.2 No more than one group assessment is generally permissible per unit. Noting that as per 10.1 capstone units or project units may require more than one group assessment.
- 24.3 Group assessment rubrics and/or marking criteria must have a component for assessable individual student contributions.
- 24.4 Group assessment can only be implemented in a unit where it is appropriate in regards to student engagement with the unit and course learning outcomes.
- 24.5 Students are not to be graded on personal attributes in group assessments.



- 24.6 Peer grading of student performance in a group is not permissible unless it is in the context of a learning and teaching activity. Peer grading will not be taken into account in the final grade for an assessment item.
- 24.7 Where appropriate, a student may request an independent assessment in lieu of a group assessment. This must be negotiated with the relevant Unit Coordinator prior to the submission of the assessment. The negotiated task must provide the student with the equivalent engagement with the learning outcomes.
- 24.8 **Note:** A group assessment requires students to be grouped into a team for a specified task. The number of students grouped to form a team and work as team depends on the assessment. Groups must not exceed 5 students.

25. Reasonable Adjustment

At enrolment students who identify as requiring additional support to complete their studies are required to complete a Request for Reasonable Adjustment form and attach relevant supporting documentation about the nature of the disability and the support required.

- 25.1 A decision on any adjustment(s) will be made as a result of a consultative process according to the nature of the disability.
- 25.2 Students may be required to attend an interview by a delegated member of staff in order to gain a better understanding of the nature of the support required by the students.
- 25.3 Advice may be sought from professionals as to the nature of any adjustment required.
- 25.4 In the event that the Institute is unable to make the adjustment, the student will be notified in writing by Student Services.
- 25.5 For more information on applying for reasonable adjustment refer to the Reasonable Adjustment Policy.



26. Processing and Publication of Results

- 26.1 The Unit Coordinator is responsible for ensuring that all students enrolled in a unit receive a grade or, in the instance of no grade being provided, must provide a brief explanation as to why no grade has been provided.
- 26.2 The Unit Coordinator is responsible for ensuring that all grades are moderated, and that final Grade Distributions are reasonable. In the event that a unit has not been moderated or that the Grade Distribution is skewed, the Unit Coordinator must provide a brief explanation to accompany the grades. Noting here that in Units with a class size of less than 20 students, there may be significant variation in grades.
- 26.3 The Unit Coordinator must submit results to the Registrar or delegate by a set date.
- 26.4 Results are tabled at a Grade Review and Awards Committee (GRAC). Results cannot be published or made available to students prior to the GRAC.
- 26.5 The GRAC is chaired by the Academic Head and is scheduled after the examination period has ended. The purpose of the meeting is to review grades, consider any anomalies in results, monitor any marker variability and ensure the reliability of assessment task(s).
- 26.6 The GRAC may decide to ratify the results, moderate the assessment marks, or order a remark of the assessment task(s).
- 26.7 After this meeting, the results are uploaded into the student records and the authorised for release to students.
- 26.8 The Academic Head presents the findings of the GRAC to the Academic Board for endorsement.

27. Appealing a Grade or an Assessment Mark

Students may appeal a grade or an assessment mark in any unit. This is considered an academic complaint, and this process is as outlined in the Academic Appeals and Grades Review Policy and Procedures and Student Grievances, Complaints, and Appeals Policy and Procedures.

27.1 Academic complaints may only be made against formal published results or decisions. An academic complaint cannot be made against informal marks or grades that have yet to be approved or published by the office of the Registrar.

27.2 There are only four grounds for lodging an academic complaint:

- Performance in an assessment was impaired through illness or other factors which the student was unable or, for valid reasons, unwilling, to disclose before the results were awarded. An acceptable explanation is required as to why the extenuating circumstances were not presented prior to the results being awarded.
- An assessment task was not conducted in accordance with the Institute Assessment Policy
- There was a material administrative error in the calculation of an assessment mark or grade.
- Some other material irregularity occurred in the marking of an academic decision such as bias.

27.3 Institute will not consider academic grievances based on the following:

- The unit structure and assessment method.
- Student workload or the amount of work the student has done.
- The financial implication of failing a unit.
- Grades received by the student in other units and/or institutions.
- Penalties imposed for academic dishonesty such as plagiarism.

- 27.4 For more information on lodging a formal complaint in relation to an assessment refer to the Student Grievances, Complaints, and Appeals Policy and Procedures.

28. Grading Descriptors

Grades can only be released to students after confirmation at the Grade Review Committee Meeting. Final assessment results will then be recorded and reported as a grade on the academic transcript. The Academic Grades are provided below.

Academic Grades			
Grade		Band	Descriptor
High Distinction	HD	85–100	A High Distinction is awarded for an exceptional performance in a unit of study. Student performance is at an outstanding level of attainment which is manifested in highly advanced critical and complex thinking, very high levels of evaluation and interpretation, evidence of creativity and problem solving, and exceptional presentation
Distinction	DN	75–84	A Distinction is awarded for an excellent performance in a unit of study. Student performance is at a

			very high level of attainment which is manifested in advanced critical and complex thinking, high levels of evaluation and interpretation, evidence of creativity and problem solving, and excellent presentation
Credit	CR	65-74	A Credit is awarded for an above average performance in a unit of study. Student performance is at a high level of attainment which is manifested in critical thinking, evaluation and interpretation, a degree of originality and insight, and good presentation.
Pass	PP	50-64	A Pass is awarded for a satisfactory performance in a unit of study. Student performance satisfies the minimum requirements. Student has met the required Learning Outcomes for the unit.

Fail	NN	0-49	A Fail grade is awarded to a student that does not achieve minimum requirements of the unit. Student did not demonstrate the required unit Learning Outcomes.
Fail Incomplete	FN	NA	A Fail Incomplete grade is awarded to a student that does not submit all of the mandatory pieces of assessment for the unit as specified in the unit outline. This grade may be awarded irrespective of whether the student achieves an overall score of 50% or greater in the unit.
Fail Excluded	FE	0	A Fail Excluded grade is awarded to a student that has not made a serious attempt at engaging with a unit. This will comprise the following events: a) not attended classes; b) not submitted an assessment task; c) not engaged or responded to correspondence

			issued by the Institute; d) not accessed the Learning Management System; and/or e) not paid tuition fees.
Satisfactory	SF	NA	Student has met all the requirements of the assessment tasks to a satisfactory level, which is equivalent to a passing grade. The satisfactory grade does not contribute to the Grade Point Average.
Unsatisfactory	US	NA	Student has not met all the requirements of the assessment tasks to a satisfactory level, which equivalent to a fail grade. The unsatisfactory grade does not contribute to the Grade Point Average.
Administrative Grades			
Grade		Band	Descriptor
Withheld	WW	n/a	Results may be withheld where students have fees outstanding or have failed to return materials on loan from the library. Results and

			academic transcripts will not be available until items are returned. This may also delay the eligibility of a student to graduate. Once items have been returned, results will be made available.
Advanced Standing (Exemption)	EX	n/a	Exemption awarded for completion of an equivalent unit
Advanced Standing (Credit Transfer)	CT	n/a	Credit Transfer (formal study)
Advanced Standing (Recognition of Prior Learning)	RPL	n/a	Recognition of Prior Learning (informal or non-formal learning)
Withdrawn without Penalty	WD	n/a	Withdrawal from a unit before semester census date or approved withdrawal after semester Census Date without incurring debt for unit and with no academic penalty. This grade is awarded by the Appeals Committee or nominee if a student has submitted written advice of withdrawal from the unit prior to



			census date for the semester.
Withdrawn with Penalty	WP	n/a	Withdrawal from a unit after semester Census Date incurring debt for unit and an academic penalty (equivalent to a grade of Fail).
In Progress	IP	n/a	An In Progress (IP) grade is an academic placeholder grade that may be applied for reasons such as, but not limited to, supplementary assessments, academic misconduct investigations, or delayed marking of assessments. IP grades are converted to final grades after the course sequence concludes with a final grade. A Change of Grade form is not required for the conversion of an IP grade to an academic grade.

Related Legislation

This policy should be read in conjunction with the following related documents:

- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Education Services for Overseas Students Act 2000](#)
- [Australian Qualifications Framework](#)

Change and Version Control

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1.0	27/03/2024	Chief Executive Officer	Academic Board	Academic Policy

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Author	Chief Executive Officer
Responsible Officer	Academic Head
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