



Assessment Policy and Procedure

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1. PURPOSE

The *Assessment Policy and Procedure* articulate the role that assessment plays in student learning at the Australis Business School (“Australis”) and specify the processes used to judge and report student performance, including the design and implementation of assessment tasks, how student learning outcomes are certified and the framework for assessment moderation.

2. SCOPE

This *Assessment Policy and Procedure* apply to all Australis units and courses, regardless of delivery mode and location. They apply to all students who are enrolled in Australis courses and all academic staff who have responsibility for assessment, marking and/or moderation.

3. DEFINITIONS

See the Australis *Glossary of Terms* for definitions.

4. POLICY

4.1. Policy Statement

The purposes of assessment are:

- to ratify achievement of the specified learning outcomes at unit and course levels and of the Graduate Attributes
- to engage students in productive learning
- to inform teaching and learning practices.

Australis will ensure that all assessments are consistent with the specific unit/course learning outcomes they aim to assess, that they confirm achievement of these learning outcomes and that the awarded grades accurately reflect the associated AQF level of student attainment.

Moderation of assessment ensures comparability of student performance standards across units, assessments, markers and locations. Assessment will be moderated in support of Australis's commitment to the continuous improvement and quality assurance of units and courses offered (refer to *Course and Unit Development and Quality Assurance Policy and Procedure*).

4.2. Policy Principles

- Assessments will be fair, equitable and inclusive, with reasonable accommodations for students where appropriate (refer to the *Equity and Diversity Policy*).
- Assessments will be designed to foster student learning.
- All assessment will be conducted by staff and undertaken by students in an ethical manner, with integrity and with honesty, strictly in accordance with this *Academic Integrity and Misconduct Policy and Procedure*.
- Timely information about assessment expectations, including the purpose, standards and criteria of assessments, will be provided to students.
- Assessments will conform to pertinent academic standards so that they provide reliable and equitable representations of students' academic achievement.
- Assessment methods and criteria will be aligned to the learning outcomes specified for each unit of study (refer to the *Course and Unit Development and Quality Assurance Policy and Procedure*).
- Assessment will provide timely and constructive feedback to students so they can measure their progress against the Unit Learning Outcomes and improve their preparation for future assessment tasks.
- Students will receive instruction and be able to practise each type of assessment used to determine grades.
- Variations to assessments may be offered to students on the grounds of unexpected or extenuating circumstances.
- Students will be provided with opportunities to bring up any concerns about outcomes of assessments and to raise any grievances related to assessment under the *Student Complaints and Appeals Policy and Procedure*.
- Internal and external referencing and benchmarking of academic standards of assessments will be used to ensure the appropriateness of assessments for the targeted learning outcomes and conformity with this *Assessment Policy and Procedure* (refer to *External Referencing and Benchmarking Plan*).
- Moderation processes will ensure consistency of grades, assessment feedback and academic judgements, appropriateness of tasks and maintenance of academic standards in accordance with the *External Referencing and Benchmarking Plan*.

5. PROCEDURE

5.1. Assessment Development

Assessment will be developed to maintain academic standards, engage students in learning and produce evidence of learning (refer to the *Course and Unit Development and Quality Assurance Policy and Procedure*).

- Students will receive early and ongoing feedback on their progress with at least three (3) assessment tasks per unit, the first due within the first four (4) weeks and the other assessment tasks spread across the study period to give students time for learning that is reflective without being overly pressured by deadlines.
- At least one assessment task per unit will be marked and returned to students by the halfway point of the study period.
- The weightings of assessment tasks will be proportional to the significance of the Unit Learning Outcome/s they relate to.
- Each Unit Learning Outcome will be addressed by at least one assessment task.

Group assessments: For assessment of group tasks, the criteria for grading will be designed in a way that ensures all students are assessed fairly according to both their contribution to the overall task and their collaboration with others.

- All members of the group should contribute equitably. There may be different marks awarded to different group members depending on their contributions to the group if this differential marking is done via a transparent process that is described in the Unit Outline and in the Unit Assessment Brief.
- Usually a group assessment task for a unit will not comprise any more than 30% of the total assessment weighting for the unit. If a group assessment task has a weighting higher than 30%, the grading criteria will include peer review in some form along with allowance for differential grading (refer to Appendix 1 for differential grading options).

Online assessments: In designing assessments that are to be undertaken online, the following will be considered:

- how effective the specific form of online assessment is
- equity in relation to traditional (non-online) assessment types
- any matters of academic integrity that may relate to online assessment
- technical and resourcing issues

5.2. Communicating Assessment Requirements to Students

Unit Outlines will be provided to students on the Learning Management System (LMS) prior to the start of the study period. Unit Outlines will cover:

- the assessment expectations of the unit and the methods of assessment that apply
- all planned assessment tasks, along with the related learning outcome/s
- all other requirements for completing the unit successfully.

At the start of each unit, the Unit Co-ordinator will introduce students to the Unit Outline, the Unit Assessment Brief and this *Assessment Policy and Procedure*.

Unit Assessment Briefs will also be provided on the LMS for students and will cover:

- the details of all assessment tasks, including their formats and weighting
- the Unit Learning Outcomes related to each assessment task
- due dates for all assessment tasks, consequences of late submission and planned return dates of assessment tasks after marking
- adequate and clear instructions on how, where and when assessment tasks are to be submitted
- the style guide and citation system for referencing that are required
- information about academic integrity and its importance, including a clear statement that academic misconduct is unacceptable (refer to the *Academic Integrity and Misconduct Policy and Procedure*)
- information about the conditions for redeemability for all assessment tasks
- the application process for variations to assessment and/or to teaching methods in the unit for students with disabilities
- the application process for special consideration in the unit
- an assessment rubric.

Examinations: For an assessment that is an examination, the exam cover sheet will be provided on the LMS by the Unit Co-ordinator a minimum of two (2) weeks before exam week. The exam cover sheet will include:

- the topics that the exam will cover
- the types of questions on the exam, such as multiple-choice questions, short answers, problem-solving questions and/or case studies
- the marks for each question or section
- the amount of time students should spend on each section to make sure they have enough time for all questions on the exam.

Online assessments: For an assessment that is conducted online, students will be told about systems requirements and given instructions and/or training for undertaking the online assessment a minimum of two (2) weeks before the date of the assessment.

5.3. Reasonable Adjustment

Students with disabilities, impairments and/or medical conditions may request a reasonable adjustment to assessment tasks to accommodate their specific needs (refer to the *Equity and Diversity Policy*).

Adjustments made to assessment will balance equity (for all students) with fairness (e.g. considering the individual needs of the requesting student). Any adjustments will be “reasonable” and not impose an unjustifiable hardship on Australis, treat the requesting student unfairly or give them an unfair advantage.

A student must make a request for reasonable adjustment in writing addressed to the Unit Co-ordinator, or a student support staff member can make such a request on the student's behalf.

The granting of reasonable adjustment for a student will not be considered a precedent for future students and each case will stand or fail on its own merits.

Reasonable adjustments granted by the Unit Co-ordinator will be communicated to and approved by the Course Co-ordinator.

Reasonable adjustments could involve varying the procedure for an assessment, for example:

- giving extra time to complete an assessment
- extending the deadline for an assessment
- varying the question and response modalities for an assessment
- providing or permitting additional resources during exams

5.4. Assessment Submission

The Unit Assessment Brief will contain adequate and clear instructions on the due dates and how and where assessment tasks will be submitted.

Students are responsible for submitting their assessment tasks correctly and on time.

Students will be required to declare that they are submitting only their own work.

Students will submit assessments either electronically through the LMS by the due date or by attending an exam or performance on the designated date.

Students must include an assessment cover page with these details:

- the student's name
- the student's Australis ID code
- the unit name
- the unit Lecturer's name
- the unit code
- the assessment name

Students must acknowledge all sources of information used in submitted work using appropriate referencing methods. Submitting work completed by another student or work that is not cited correctly will be considered cheating (refer to the *Academic Integrity and Misconduct Policy and Procedure*).

Students must keep copies of all assignments that they have submitted for assessment.

5.5. Penalties for Late Submission

An assessment task will be considered to be late for submission if it has not been submitted before or on the due date/time or the agreed extension to the date/time.

The penalty for late submission of an assessment task will be 10% per calendar day (any part of 24 hours). More than five (5) working days after the due date, the assessment task will be given a mark of zero (0).

5.6. Variation to Assessment for Unexpected or Extenuating Circumstances

Students may request a variation to the assessment procedure if an unexpected or extenuating circumstance affects their performance in their assessment and/or their capacity to complete their assessment on time (refer to the *Equity and Diversity Policy*).

Such a variation can take the form of:

- an extension of the submission date for an assessment task; or
- an alternative assessment procedure such as in-class assessment; or
- a deferred exam.

A student must submit an Application to Vary Assessment form, including adequate evidence that supports their application and can be verified.

Unexpected or extenuating circumstances are considered to be circumstances beyond the student's control or where there was no chance to make preparations for them ahead of time. These may include, but are not limited to, the following:

- illness of the student or of one of their close relatives
- a serious, unexpected personal situation
- a serious, unexpected work situation.

Voluntary activities and situations within the student's control, such as attending family celebrations, sports events, vacations or other optional travelling and other circumstances that are foreseeable, will not normally be considered sufficient reason for variation to assessment.

A student experiencing a personal situation that is significantly affecting their capacity to participate or their performance in an assessment task (including an exam) can apply for special consideration if other processes are inapplicable or impossible due to the timing, nature and/or severity of their situation.

Extension of time for submission: A student requesting an extended submission date for an assessment task on the basis of unexpected or extenuating circumstances must submit an Application to Vary Assessment form, including adequate evidence that supports their application, to the Unit Co-ordinator at least 24 hours before the due date.

Applications for an extended submission date will only be granted in compelling circumstances. The Unit Co-ordinator may ask the student to show work-in-progress towards completing the assessment task in support of their application.

If an extension is granted, a new submission date for the assessment task will be given by the Unit Co-ordinator in writing. **Alternative in-class assessment procedure:** A student

requesting an alternative in-class assessment procedure (refer to the *Equity and Diversity Policy*) must submit an Application to Vary Assessment form to the Unit Co-ordinator a minimum of two (2) working days ahead of the scheduled class.

However, if the nature of the student's situation prevents them from applying a minimum of two (2) working days ahead of the scheduled class, they can submit an application to the Unit Co-ordinator up to two (2) working days following the scheduled class.

If an application for an alternative in-class assessment is granted, this will be specified by the Unit Co-ordinator in writing. The new arrangement may be to complete the assessment task at an alternative time or for the student to demonstrate the relevant learning outcomes by some other means.

Deferred examination: If students are unable to attend an original exam or to remain for the full duration of the original exam because of an unexpected temporary disability, medical condition or other extenuating situation, they can apply for a deferred exam.

Requests for deferred exams must be submitted via an Application to Vary Assessment form to the Unit Co-ordinator up to two (2) working days following the original exam.

If the nature of the student's situation prevents them from applying within two (2) working days after the original exam, the Unit Co-ordinator may accept a later application for a deferred exam more than two (2) working days after the examination if the student provides acceptable supporting evidence in writing explaining why they were unable to apply within two (2) working days.

In unexpected and/or extenuating circumstances where it was genuinely impossible for the student to meet the application timeframes, for example, injury that calls for prompt hospitalisation without internet access, the Dean may approve an exemption to the application timeframe.

The complete range of grades is awardable for a deferred exam.

Deferred exams for a study period will be held before the following study period.

The Unit Co-ordinator will notify students of the outcome of an application for a deferred exam no more than ten (10) working days following the last day of the exam week for the study period and ahead of the following study period.

If students are unable to attend or remain for the full duration of a deferred exam because of unexpected and/or extenuating circumstances, they will be awarded Result Pending (RP) for the unit.

5.7. Supplementary Assessment

Supplementary assessment is additional assessment provided in order to support students' course progression and completion.

Supplementary assessment comprises one or more new items that offer students an extra opportunity to show their achievement of specified Unit Learning Outcomes. This may be exams or oral exams, written papers, practical tasks or a combination.

Supplementary assessment is *not* considered to be any of the following:

- reassessment of the student's overall grade; or
- a reassessed mark for a particular assessment task; or
- deferred assessment.

The student must complete the supplementary assessment successfully in order to complete the unit successfully.

The Dean will make decisions on the granting of supplementary assessment. A student will be granted supplementary assessment if the student meets all of the following criteria:

- a) an overall result for the unit between 45% and 49%; and
- b) completion of all assessment tasks for the unit; and
- c) meeting of attendance requirements for the unit; and
- d) at least a Pass grade for any individual part of the assessment for the unit (except an exam) that is a requirement for successful completion

The Dean has discretion to grant supplementary assessment for a unit where a student does not meet the above criteria but has been affected by unexpected and/or extenuating circumstances that go beyond their control and/or knowledge.

Supplementary assessment will not usually be granted if students have misunderstood the submission date/time for assessment tasks or the date/time of exams, unless the Dean decides otherwise.

If a supplementary assessment has been granted, only the following grades can be awarded: P (Pass), NGP (Non-Graded Pass for Satisfactory Performance) or F (Fail).

Supplementary exams for a study period will be held before the following study period.

If students are unable to complete, attend or remain for the full duration of a supplementary assessment because of unexpected and/or extenuating circumstances, they will be awarded Result Pending (RP) for the unit.

5.8. Grading Standards

Unit assessment tasks are marked and graded according to the Schedule of Grades given in Appendix 1. The Schedule of Grades explains the grades and the sector/s to which each grade applies.

The final grade for each unit will reflect a student's cumulative achievement in all unit assessment tasks and their level of performance as this relates to the Unit Learning Outcomes.

An administrative grade such as Withdrawn Fail or Result Pending may be given where results are unavailable due to special circumstances or approval of extension of time.

Grading and Marking Practices for taught units:

Students will be assessed according to the Unit Learning Outcomes and the AQF Level of standard.

Grading and marking of assessment tasks will be based on the assessment rubric and will be completed fairly and without bias.

The Course Co-ordinator will monitor student progress based on results submitted by the Lecturers throughout the teaching period and where the Lecturers make comments to the Course Co-ordinator.

Except for exam scripts, all assessed work will be returned to students.

All marks, grades and feedback will be recorded on the LMS.

5.9. Feedback to Students

Clear, constructive, informative, prompt and relevant feedback will enable students to progress in their studies.

- Feedback may be made verbally, in writing, face to face or online.
- Feedback will be provided to students a maximum of two (2) weeks following submission of assessments.
- Feedback will be delivered respectfully so as to encourage students to enhance and improve their learning through constructive suggestions and correction (refer to the *Feedback Policy and Procedure*).
- Feedback on final exam papers will be available only on request.

5.10. Moderation

Moderation will be conducted as part of activities relating to the quality assurance of and the continuous improvement of teaching and learning, and must be undertaken before marks are released to students.

At the close of each study period, a representative sample of each student's work will be moderated by persons appointed by the Course Co-ordinator to determine the adequacy of academic standards.

If corrective action is needed, the Course Co-ordinator will consult the Unit Co-ordinator and amendments will be made to future assessments.

The Dean will keep records of all moderation and a moderation report will be tabled with the Academic Board (AB) after each study period.

5.11. Review of Coursework Unit Assessment Marks

A student should get in touch with the Unit Co-ordinator immediately if they consider there have been any of the following:

- an error in calculating the total mark/s for an assessment task or tasks; or
- a failure to mark questions, or parts of questions, in an assessment task; or
- a failure to provide adequate feedback on an assessment task

The Unit Co-ordinator will then check the marking calculation or have the original marker (or another suitably qualified marker) to either redo the marking or give feedback in relation to the mark/s.

If a student considers their assessment task has not been marked correctly outside the above circumstances, they may apply for remarking of that assessment task.

The remarking process follows these steps:

- a) The student must submit a Re-Mark Request form (available on the LMS) within five (5) working days of the result of the assessment.
- b) The student will be advised within five (5) working days of whether the remarking is approved.
- c) The Unit Co-ordinator will engage a suitably qualified independent marker to remark the assessment and:
 - i. If the original mark is found to be correct, the student will be informed within fifteen (15) working days of their application and the mark will stand; or
 - ii. If the original mark is found not to correctly reflect the assessment, the mark will be amended (whether higher or lower), the amended mark will be recorded as the final mark for that assessment and the student will be advised within fifteen (15) working days of their application.
- d) If the original assessment is an exam consisting of 100% multiple-choice questions, the computerised answer sheet will be remarked manually.

A student whose application for remarking is not granted or who decides to make a complaint about the remarking process should refer to the *Australis Student Complaints and Appeals Policy and Procedure*. Note that such a complaint cannot be made in relation to the academic judgement used in remarking their assessment.

5.12. Appeals Against Final Unit Grades

Students may appeal against their final grade for a unit based only on either one or both of the following:

- the assessment process specified in this policy and procedure has not been followed; or
- the final unit grade is incorrect or unfair

5.13. Assessment Practices for Higher Degree Research (HDR) Units (Research Thesis 1 and Research Thesis 2)

Assessment of coursework units within the MRes will be subject to the same process and procedures of assessment as described above. Research thesis units (e.g., Research Thesis 1 (semester 1 year 2) and Research Thesis 2 (semester 2 year 2) are qualitatively different with regard to research training. Research Thesis 1 is largely focussed on the development of a full research proposal that includes: a literature review, research question, research design, data collection and analysis plus an ethics proposal that must be approved by the REC (see *Research Ethics Policy and Procedure*). Student progress in Research Thesis 1 and 2 is monitored as an on-going process (see *Candidate Progress Procedure & Research Management and Supervision Arrangements*) via individual meetings with supervisors and regular review with the Student's Supervisory Panel.

The assessment of HDR students' progress is based on achieving key milestones, such as defining the domain of research interest, a clear articulation of the research question, a written systematic literature review and a research proposal with ethics approval. Assessments will be determined from both written submissions and oral presentations to the Student Supervisory Panel documenting data collection progress and where appropriate, data analysis and interpretation (see *HDR Candidate Progress Procedure*).

Ultimately the thesis submission and examination processes as detailed will determine candidate success. This involves at least one external examiner, and the final grade is determined based on the overall quality, originality, and contribution of the research to the field, in line with AQF Level 9 requirements. (see *HDR Examination Guidelines and HDR Examiner and Reviewer Guidelines*).

HDR progress reports written by the principal supervisor and mid-candidature reviews conducted by the Student Supervisory Panel will summarise student progress and eventuate in recommendations to the HDRC regarding on-going enrolment and/or readiness for thesis evaluation by the nominated examiners. Where additional time and support is recommended it is the HDRC that will decide the scope and duration of such. If termination is recommended as a consequence of lack of progress it is HDRC that will approve the final decision.

HDR Candidate Thesis Examination:

The assessment of HDR theses must meet the requirements outlined in the *HDR Assessment and Examination Policy and Procedure*. This includes adherence to the thesis format, word limits, and submission procedures applicable to Master by Research candidates.

- A Master by Research thesis typically consists of no more than 30,000 words (excluding appendices and references).
- HDR theses must be submitted electronically through anti-plagiarism software and comply with the academic standards for originality. Examiners must evaluate HDR theses based on the contribution to knowledge, quality of research, and adherence to *Australian Qualifications Framework (AQF)* Level 9 criteria.

With respect to the Thesis examination outcomes any discrepancies or significant differences in examiner reports for HDR will be addressed by the HDR Director according to the *HDR Assessment and Examination Policy and Procedure*. If needed, a third examiner (usually external to Australis) may be appointed to provide an additional perspective.

Final outcomes and the results of any HDRC exam moderation will be documented and report to the Academic Board at least twice a year ordinarily at the meeting closest to the mid-year Semester break and the last meeting of the calendar year.

5.14. Review of Assessment

Progress Reports:

Students may appeal the outcome of the Supervisory Panel progress review and or the outcome of the thesis examination according to the procedure and process outlined in the *HDR Assessment and Examination Policy and Procedure* document. Students may appeal to HDRC on the grounds of process or extenuating circumstances.

5.15. Higher Degree Research (HDR) Extenuating Circumstances:

- In HDR research, extenuating circumstances may include delays in data collection, unexpected access issues to research participants, or unforeseen supervisor feedback delays. Requests for extensions or variations in such cases will be considered if they significantly impact the research timeline.
- HDR candidates must document these extenuating circumstances and submit them along with the Application to Vary Assessment form for consideration and review by the HDRC. Supervisor confirmation may be required as part of the application.
- Extensions granted in these cases must be communicated to the HDR student in writing by the Chair of the HDRC, with clear new deadlines provided within 10 working days of the review.

A student should contact the HDR Director to initiate the review process. The HDRC via the HDR Director may either:

- confirm the outcome of the assessment; or
- accept the extenuating circumstances and provide in writing a series of steps to guide the student back on track. If the pathway to progress requires additional support for the student, this will be clearly stated in the letter.

If the student is dissatisfied with the initial review outcome and decides on further action, he or she must apply in writing to the HDR Director for the assessment to be further reviewed, including detailed reasons and the type of review requested, within twenty (10) working days of being notified of the outcome.

The HDR Director (or delegate) will decide whether the assessment is to be reviewed and will notify the student in writing within five (5) working days of the application of the decision and the reasons for it.

If the HDR Director (or delegate) decides to proceed with the further review, he or she will arrange for this to be undertaken within ten (10) working days by a new and independent assessor. The independent assessor will be external to Australis and have experience in supervising students in programs/courses similar to the MRes at Australis. The independent assessor will have access to:

- all documentation on the unit, including
 - All written milestone documents to date (e.g. Literature review, supervisors reports, draft proposal, draft ethics application)
 - the expected standard of performance and milestone deadlines
 - students presentation slides.

After the new independent assessor has provided an opinion on the student's progress, the report will be discussed with the original assessment by HRDC to agree on the assessment of progress.

If the review recommends termination of candidature, this must be submitted to the AB (or delegate) for approval.

Within five (5) working days of the review completion, the HDR Director will notify the student in writing of the outcome and the reasons for the decision and will advise the student of his or her right to apply to appeal, if they consider there is reason for appeal.

A student whose application for a review of progress is not granted or who is not satisfied with the review outcome may appeal in alignment with the *Student Complaints and Appeals Policy and Procedure*. Students may make such an appeal based only on either one or both of the following:

- the relevant policies and/or the correct procedures have not been followed
- the review decision has been made failing to properly consider the facts, the evidence and/or the circumstances

6. RESPONSIBILITIES

6.1. Academic Board (AB)

The AB is responsible for:

- review and approval of the methods of assessment and exam results for all units and courses.
- oversee the quality assurance for HDR student progression, including thesis examination and compliance with Australis's *HDR Supervision Policy and Procedure*.

The AB may delegate this particular responsibility to an Examinations Board.

6.2. Dean

The Dean is responsible for:

- overall quality assurance in relation to assessment procedures and practices.
- implementing moderation of assessment in accordance with this policy and procedure.
- managing reviews of final unit grades, remarking of assessment tasks and appeals against final unit grades.
- ensuring all Unit Co-ordinators and assessors become familiar with and apply this *Assessment Policy and Procedure*
- supervising academic staff performance management relating to good assessment practices and strict adherence to this *Assessment Policy and Procedure*
- allocating suitable administrative support for timely adherence to this *Assessment Policy and Procedure*

6.3. HDR Director

The HDR Director is responsible for:

- overall quality assurance in relation to supervision, progress monitoring assessment and thesis examination procedures and practices in accordance with *Research Training and Induction Policy and HDR Examiner and Reviewer guidelines and engagement procedures*.
- implementing moderation of assessment of progress and thesis examination in accordance with this policy and procedure.
- managing reviews of progress, moderating milestone assessments for consistency and appeals against final recommendations regarding on-going candidature.
- ensuring all supervisors and Student Supervisory Panel members are aware of *Assessment Policy and Procedure* as well as *HDR Supervision Policy and Procedure*.
- supervising academic staff performance management relating to good research progress assessment practices, research supervision and strict adherence to this *Assessment Policy and Procedure, HDR Supervision Policy and Procedure* and other related documents.
- allocating suitable administrative support for timely adherence to this *Assessment Policy and Procedure*, and HDR progress monitoring and student thesis examination.
- coordinating assessment activities via rubrics where multiple staff members are involved to ensure consistency in marking and feedback, particularly for HDR theses and milestone reviews according to the *HDR Candidate Progress Procedure*.
- implementing the *Research Ethics and Integrity Policy and Procedure* within HDR degrees
- maintaining necessary records in relation to the academic performance of students and HDR student progression.

6.4. Course Co-ordinator

The Course Co-ordinator is responsible for:

- ensuring coherence and consistent scaffolding in the design and also the implementation of assessment across the units within a course, including HDR-specific taught units.
- enabling all members of the teaching team for the course to make meaningful contributions to the design of assessment.
- maintaining and updating detailed knowledge about assessment within the course.
- overseeing the assessment workloads for both students and teaching staff.
- identifying units to be included in external benchmarking.

6.5. Unit Co-ordinator

The Unit Co-ordinator is responsible for:

- implementing assessment across a unit strictly according to this *Assessment Policy and Procedure*
- designing the assessment for the unit collaboratively together with the Course Co-ordinator and the other Unit Co-ordinators in the course
- making sure assessment tasks take appropriate forms that connect with the Unit Learning Outcomes
- recommending assessment methods to the Academic Board and ensuring the appropriate moderation of assessment design and grading, including HDR-specific assessments feeding into the research thesis units.
- ensuring the appropriate moderation of assessment design and grading and, where applicable, external benchmarking
- designing assessment rubrics
- communicating the unit assessment tasks, assessment criteria and grading standards to students, including HDR students in enrolled in coursework units
- implementing the *Academic Integrity and Misconduct Policy and Procedure* within the unit
- deciding on applications for extension (unless delegated to an assessor)
- determining the grades for students' assessment tasks in the unit

6.6. Academic Staff

Academic staff involved in supervision and monitoring student progress assessment within for the HDR degree are responsible for:

- becoming thoroughly familiar with all details of assessment and examination processes, including relevant policies, procedures and assessment criteria
- maintaining currency of knowledge with respect to supervisory practice, research integrity and ethics standards including national and Australis specific policies
- following instructions in the assessment of tasks and seeking clarification from the Unit Co-ordinator on requirements when needed

- participating in the moderation of assessment design and results, and ensuring fairness in HDR research progress evaluations
- ensuring timely and consistent communication with students regarding assessments and providing useful feedback on academic performance and research progress.

6.7. HDR Supervisors

Associate and Principal Supervisors of HDR students are primarily responsible for:

- Providing day to day guidance and support throughout the student's research project, including feedback on methodologies, thesis preparation, and research progress.
- Ensuring that the HDR candidate meets academic, and research milestones as outlined in the *Student-Supervisor Agreement*.
- With the Student Supervisory Panel, monitor student compliance with institutional policies on ethical research and intellectual property.
- With the Student Supervisory Panel submitting regular progress reports to the HDR Committee and addressing any concerns regarding the student's research performance in a timely manner.
- Reviewing thesis drafts and attending student presentations ensuring the student fully understands his or her research project and that they can communicate this via oral presentation.
- Determining that the final submission of the thesis is ready for external examination.

6.8. HDR Students

With respect to the research focussed components of their degree HDR students are responsible for:

- becoming thoroughly familiar with all details of assessment, progress monitoring and thesis examination, including relevant policies, procedures and criteria
- following all instructions for providing progress assessment updates and seeking clarification on requirements when needed
- delivering all progress report tasks, including presentation on time, adhering to HDR research timelines, and maintaining steady progress in their research projects
- ensuring electronic submission of assessment tasks generated electronically
- adhering to the *Academic Integrity and Misconduct Policy and Procedure*, as well as research ethics and integrity guidelines as outlined in *Research Ethics and Integrity Policy and Procedure documents*
- reflecting seriously on all feedback given, both individual and general feedback, and feedback from both the assessor and any other authorised person(s)
- seeking extra feedback appropriately when needed.

7. Related Documents, External References and Version Control

7.1. Related/Referenced Documents

- Academic Integrity and Misconduct Policy and Procedure
- Course and Unit Development and Quality Assurance Policy and Procedure
- Equity and Diversity Policy
- External Referencing and Benchmarking Plan
- Feedback Policy and Procedure
- Learning and Teaching Policy
- Higher Degree Research (HDR) Policy and Procedure
- HDR Assessment and Examination Policy and Procedure
- HDR Candidate Progress Procedure
- HDR Supervision Policy and Procedure
- Responsible Conduct of Research Policy and Procedure
- Student Academic Progression, Monitoring and Intervention Policy and Procedure
- Student Complaints and Appeals Policy and Procedure

7.2. Related Legislation and External References

- Higher Education Standards Framework 2021
- Tertiary Education Quality and Standards Agency (TEQSA) Act 2021
- Australian Qualifications Framework (AQF)
- Australian Code for the Responsible Conduct of Research (2018)
- TEQSA Guidance Note: Research and Research Training (Version 2.0, September 2022)

7.3. Version Control

Version	Date	Reviewed/approved by	Key notes/changes
0.1	07/07/22	Learning and Teaching Committee (LTC)	Reviewed by the LTC. First draft of the policy was tabled and discussed.
0.2	04/08/22	LTC	Reviewed by the LTC. Name of the policy was changed. Formatting changes were made. Individual definitions were taken out and a reference to <i>Glossary of Terms</i> inserted. Headings were changed.

0.3	27/09/22	Academic Board (AB)	Reviewed by the AB. Detailed explanation in Section 5.1 for group assessment added. Direct references inserted for all Australis Related/Referenced Documents.
0.4	25/10/22	AB	Approved by the AB at the 25/10/22 AB meeting.
0.5	25/10/24	Chief Executive Officer (CEO) and Higher Degree Research (HDR) Director	Updated to include HDR details.
0.6	13/11/24	Higher Degree Research Committee (HDRC)	Updated to include HDRC feedback.
0.7	22/11/24	CEO and HDR Director	Updated to include external reviewer feedback.
0.8	29/11/24	HDRC	Minor editorial improvements included.
0.9	05/12/24	AB	Approved by the AB at the 5/12/24 AB meeting with minor editorial improvements.

7.4. Document Review

To be reviewed at least every five (5) years from the date of final approval.

APPENDIX 1: Coursework Units: Schedule of Grades

Grade code	Grade	Summary explanation
F	Did Not Achieve Learning Outcomes	49% or below overall mark <ul style="list-style-type: none"> attempted all components of the unit did not address assessment criteria adequately did not achieve specified learning outcomes adequately
P	Pass	50–64% overall mark <ul style="list-style-type: none"> completed all components of the unit demonstrated a basic understanding of graduate capabilities and learning outcomes basic comprehension or competency
C	Credit	65–74% overall mark <ul style="list-style-type: none"> completed all components of the unit addressed most assessment criteria reasonably well demonstrated a moderate to high level of understanding of graduate capabilities and learning outcomes reasonable command and good comprehension
D	Distinction	75–84% overall mark <ul style="list-style-type: none"> completed all components of the unit addressed all assessment criteria to a high standard most of the time demonstrated a high level of understanding of graduate capabilities and learning outcomes
HD	High Distinction	85–100% overall mark <ul style="list-style-type: none"> completed all components of the unit addressed all assessment criteria to an excellent standard above that expected demonstrated an excellent level of understanding of graduate capabilities and learning outcomes
NGP	Non-Graded Pass for	Where satisfactory performance is achieved in a unit that is assessed on only a pass or fail basis.

Grade code	Grade	Summary explanation
	Satisfactory Performance	
WF	Withdrawn Fail	Withdrawn after the census.
AS	Advanced Standing	Where credit has been granted via articulation or credit transfer, or for a higher education qualification in recognition of prior learning.
RP	Result Pending	A temporary administrative grade indicating an interim (non-final) result for an assessment or unit, commonly due to extension of submission time, awaiting the outcome of an academic misconduct allegation or appeal, or delay in marking.

APPENDIX 2 Higher Degree by Research Thesis: Schedule of Grades

D	Distinction	Outstanding in all areas of the thesis rated by examiners to be in the top 15% of theses.
P	Pass Without Revisions	Met the standard expected of a Masters thesis for Australian Quality Framework Level 9 (AQF9) degree
RP	Result Pending	<p>A temporary administrative grade indicating an interim (non-final) result for:</p> <ul style="list-style-type: none"> • Pass with minor revisions to be completed to the satisfaction of the supervisor • Pass with major revisions (re-examination) • Defer for substantial revision (requiring re-submission and re-examination) • For an assessment due to extension of submission time, delay in examiners reports, or awaiting the outcome of an academic misconduct allegation or appeal.
F	Fail	Examiners unanimously agree that thesis did not meet the standard for a AQF9 degree and unlikely to meet the standard in the policy defined resubmission period (3 months) of a major revision.