

## ASSESSMENT POLICY (COURSEWORK)

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### 1 PURPOSE

The Institute regards assessment as integral to the maintenance of academic standards at both unit and course levels. Assessment must be fair, equitable, transparent and reasonable. Carefully designed assessment tasks allow students to demonstrate progress towards attaining documented learning outcomes.

The policy provides guidance to both staff and students on how assessments are made and how students can appeal assessments.

### 2 SCOPE

This policy applies to all students and academic staff including full-time, part-time and sessional staff, irrespective of the mode of delivery.

### 3 GUIDING PRINCIPLES

Assessment is to be designed to contribute to high quality student learning and underpin the development, delivery and quality assurance of units and courses.

All assessments must:

- be standards-based and provide evidence of the level of achievement with respect to learning outcomes, graduate attributes and criteria as outlined in the Australian Qualifications Framework (AQF);
- be a transparent process carried out with honesty, integrity and confidentiality;
- be informed by appropriate pedagogy
- comprise a variety of tasks which are reasonably achievable by students; and must be fair, inclusive and equitable with due recognition of reasonable adjustment;
- be tailored to suit the mode of delivery (face-to-face or online);
- be marked by appropriately qualified assessors, with grades applied consistently in accord with the Grading Criteria;
- encourage and reinforce learning through the provision of timely, meaningful feedback - assess graduate attributes which are scaffolded in the course and unit learning outcomes.

Group assessment guidelines are detailed in Annexure 1 of this document.

#### 4 DEFINITIONS

**Academic Integrity Module (AIM)** means the online module available through Moodle. This module introduces and helps reinforce the principles of ethical academic practice.

**Assessment** means a piece of academic work that closely targets defined learning outcomes, allows students to demonstrate their learning and capabilities, and provides a basis for formal certification of their academic achievements.

**Examination** means a time-limited assessment tasks conducted under invigilation. It may include tests, practical assessments, in-unit quizzes and final examinations.

**Exceptional Circumstances** mean

- personal circumstances that are out of the control of the student; and
- that the student could not reasonably have prevented or accommodated; and
- they must have had a significant and demonstrably negative effect on the student's ability to study and/or undertake assessment.

The timing of the circumstances must be relevant to the affected assessments and/or periods of study.

All elements outlined above must be met in order to substantiate a claim of exceptional circumstances.

Personal circumstances such as holidays, regular work schedules or special events will not be considered to constitute exceptional circumstances.

Examples of exceptional circumstances will include, but not be limited to:

##### **Medical**

- An unexpected illness or an accident causing injury
- A reoccurrence of a chronic illness.

##### **Compassionate**

**Hardship or trauma, such as:**

- A death or serious illness/injury of a close family member
- A severe disruption to domestic arrangements
- Being a victim of crime

##### **Other circumstances**

- Bona fide religious observance
- Aboriginal cultural practices
- Community service, in the form of jury duty, unforeseen call to the State Emergency Services or Rural Fire Service.
- A summons to appear in court
- A vehicle accident on the day of the exam or deadline for submission,
- Unexpected employment circumstances, such as a move interstate at short notice.

All exceptional circumstances must be evidenced by adequate and relevant documentation.

**Feedback on Assessment** means any response made in relation to students' work such as an assessment task, a performance or product. Feedback is intended to inform students on the progress they have made towards achieving the learning outcomes of a unit. It should be constructive and it should point students to ways in which they can improve their learning and achievement. Feedback can be given by a lecturer or tutor, Dean or a student peer.

**Grade** means a student's level of achievement in an assessment. The final grade represents a student's overall performance in a unit. It is calculated using the aggregate of individual weighted marks achieved in assessments throughout the unit.

**Identified Student Cohorts** mean groups of students whose members are identified as sharing some particular characteristic that may have a bearing on their success in a proposed course of study, such as a particular educational background

**Mark** means the numerical values allocated to the achievement of learning outcomes in individual assessments. A document outlining marking criteria is provided for students for each assessment undertaken.

## 5 ASSESSMENT DESIGN

### Assessment Practice

The Institute assessment practice is:

- a) implemented using standards-based assessment;
- b) well-managed to provide efficiency and accountability to all stakeholders;
- c) reviewed regularly for effectiveness in achieving desired outcomes and quality assurance;
- d) based on a culture of academic integrity that is actively supported by the Institute;
- e) designed to promote purposeful, higher order learning skills of analysis, synthesis and validation.

The form of assessment used is based on appropriateness and relevance to learning outcomes, such that:

- Assessment tasks may be individual or group tasks. Examples of tasks are: written assignments based on research, case studies or problem solving exercises; oral presentations; and class participation.
- Examinations can be held mid-term or at the completion of the unit.
- Final Examinations are summative assessments held during a designated examination period at the end of a unit.

Assessments fall into three main categories:

- Diagnostic assessment provides information on students' prior knowledge at the start of a unit.
- Formative assessment takes place over a period of learning and is intended to provide feedback on how a student is progressing. It helps teaching staff to diagnose learning needs and to design, negotiate and modify learning activities. It also helps the student to determine how they are performing during the term and where they might be able to improve their performance.
- Summative assessment is the collection of information through the formal assessment components of a unit in order to improve teaching and learning, but also to contribute to the determination of a student's final grade.

Across a course of study, students will be exposed to a mix of different types of assessments including, but not limited to; concepts assignments; analytical assignments; research projects; case studies; class presentations; group work; class participation; and examinations, which will reflect the expected learning outcomes within units and the course.

The pass mark in every assessment task is 50%.

### Assessment Design

Assessment Design is informed by important considerations, which include all of the following:

- The quantity and design of assessments should be directly related to the Learning Outcomes of the unit, the level of the unit and the larger context of the course of which it is part.
- Although Unit Coordinators are given considerable latitude in exercising judgement about what should be assessed, assessment design for a unit is essentially collaborative and should not occur in isolation from other units.
- Due consideration must be given to maintaining academic integrity. Online assessment, in particular, should include features that minimize the risk of student misconduct
- A whole-of-course approach will facilitate the employment of a diverse range of assessment methods to encourage the development of the Institute's graduate attributes in an appropriate developmental sequence from first year to final year. Assessment mapping is used to show the planned sequence approach to the achievement of the course graduate attributes and to ensure that there are equitable student workloads, as well as appropriate timing and weighting of assessment tasks.
- Assessments should be designed to encourage effective student learning and enable students to develop and demonstrate the skills and knowledge identified in the relevant AQF Qualification Type Specifications.
- Assessments must be designed in a way that will allow objective measurement of achievement. Standards of performance (or 'grade' descriptors), through the use of detailed marking guides or marking rubrics, should delineate the various levels of student performance, as well as the corresponding grade that will be awarded (e.g. HD, D, C etc.). Standards should be sufficiently detailed so that students can see how they might improve the quality of their performance.
- Assessments designed specifically for online delivery must be comparable to face-to-face delivery to enable moderation of standards and quality assurance of equivalence of student achievement.
- Wherever possible, assessment tasks should give authentic challenges to students, based upon real world tasks, problems, skills and performances.
- Students should also be offered the opportunity, at appropriate stages within their course, to exercise some choice in assessment tasks, to relate concepts to their worlds of work, and to be supported with significant self-directed assessment tasks that develop their self- management and lifelong learning abilities.
- All assessment tasks and standards of performance will be developed by applying professional judgements about expected student performance at the level at which the Unit is taught.
- Standards will be benchmarked against acceptable levels of performance within the Institute, against other providers of similar courses, and/or as expected by the profession.
- Assessment design should ensure that students are provided with sufficient opportunity for formative feedback on progress towards desired Learning Outcomes during the teaching period.
  - The Institute adopts a model of continuous assessment where formative and summative assessments are integrated in tasks completed over the study period. Assessment tasks that occur during the first half of the study period are usually designed to maximise the formative developmental function of assessment. There should be sufficient spacing between assessment tasks to ensure that students gain sufficient feedback from one task before attempting the next.
- All assessment detail will be provided in the Unit Outline.
- The Institute recognises that students enrolled in designated first year units should be carefully supported, and that assessment in the first year of study should be as formative and developmental as possible to build students' academic skills and confidence. This is linked to Student Retention.
- Dean(s) should ensure that formative academic skills assessment tasks are included in the curriculum of first year core units in each course. This should take place in the early part of the trimester and preferably prior to the census date for that teaching period. The aim of this task is

to build confidence and provide early feedback for students and to assist in the identification of students at academic risk.

- Dean(s) should monitor the assessment performance of first year students as a means of ensuring early intervention in cases where academic progress is not consistent with course expectations.
- Where attrition in a unit or course is high, the Dean(s) will implement specific practices to reduce attrition in that unit or course.
- This policy does not limit the form of assessment to any particular type, but this policy and the associated Assessment Guidelines must be followed by Unit Coordinators when designing assessment tasks.
- Where the Unit Coordinator feels it is important to vary from the general and specific assessment guidelines and this policy, approval must be sought from the Dean(s). The Dean(s) must report variations in assessment to the Academic Board via the Teaching and Learning Committee.

### Assessment Feedback

Constructive and timely feedback is to be provided to students, and may take several forms, including, but not limited to, informal oral comments from tutors and lecturers and written feedback on written assessment items. Assessment feedback is intended to help students understand strengths and weaknesses in their academic performance, and to assist improvement of their learning and progress towards achieving specified learning outcomes.

### Research

This policy is applicable to course work units only. All research assessment tasks are covered by the Institute's Research Higher Degree Assessment and Appeals Policy.

### Grading

Marks and grades awarded to students are to be based solely on merit in relation to prescribed academic standards. Each assessment will be given a numerical mark or grade. The unit coordinator and the Senior Academic Manager are jointly responsible for the accuracy of the uploaded final unit marks and grades.

### Confidentiality and security

Principles of privacy, confidentiality and security are to be maintained throughout the administration of student assessment, especially in relation to examination papers and student scripts; the confidentiality of assessment results; access to grades; and the authority to disclose grades to students.

### Quality Assurance and management of assessment

The Institute assessment practices will be regularly reviewed as part of the Institute's ongoing quality assurance and improvement processes. The Teaching and Learning Committee is responsible for ensuring compliance with the Assessment Policy.

### *Moderation*

- Unit moderation refers to the review of a Unit's Learning Outcomes and assessment tasks. Moderation is normally undertaken prior to the delivery of that Unit by an academic not teaching in the Unit.
- Moderation of marks refers to the adjustment of a group of marks of an entire class or a subset of that class or of individual marks or compiled marks. Marks may be moderated in certain circumstances at the discretion of the Teaching and Learning Committee. Such moderation is generally restricted to students whose overall result is close to a passing grade, who have submitted all but one of the major pieces of assessment and who have a satisfactory attendance record (say, at least 60%).
- Consensus moderation processes are used to develop a common understanding of the unit standards to ensure consistency of assessment standards and marking.
- Moderation of Institute courses delivered offshore, including those where delivery is in a language other than English, includes practices that ensure equivalence of assessment standards and levels

of student achievement to those of courses delivered onshore. See *Offshore Course Delivery Policy* and *Course Delivery in a Language Other Than English Policy* for further information.

- One or more of the following approaches to moderation are conducted when a unit is offered for the first time and for the academic term in which the unit is first offered:
  - **Unit level planning.** The Dean, or his or her nominee, reviews the assessment plan to ensure the assessment weighting, timing and tasks are appropriate to the learning objectives of the Unit.
  - **Individual student work.** Unit Coordinators develop and monitor the use of marking guides/rubrics specifying predetermined criteria so the bases for marking are consistent and communicated to both students and markers.
  - **Recommended course grades.** The Teaching , Learning and Scholarship Committee review final marks in all units and moderation reports from Dean(s) and Unit Coordinators to assure consistency of grading.
  - **External review.** An external reviewer is engaged by the Provost to review curriculum design, learning outcomes, assessment standards. A report prepared by the external reviewer will be presented to the Academic Board.
  - **Identified Student Cohorts.** The performance of identified student cohorts will be tracked and analysed to provide a basis to diagnose, address and prevent adverse issues from arising.

#### *Unit Assessment Requirements*

- a) Each unit outline, including an assessment plan and procedure, must be provided to students at the beginning of a teaching period. It will give details on assessment tasks including:
  - the type of task, presentation requirements and other relevant characteristics such as word length of essays and duration of exams;
  - the due date and submission time;
  - other submission instructions;
  - the weighting of the task;
  - the purpose of the task in terms of measuring progress toward the achievement of learning outcomes;
  - Group Assignment Peer Evaluation Form.
- b) In exceptional circumstances a change of assessment plan may be approved by the Dean. A change will only be approved if the Dean is satisfied the change will not disadvantage students in any way and the change is consistent with learning outcomes. In such cases the unit coordinator must notify students in writing or by email.

#### *Assessment Marking*

- a) The unit coordinator is responsible for the marking of all assessment tasks and examinations in his/her unit. Marking of a final examination paper will be completed as soon as possible. Marking of all written assessments is to be completed within two weeks of the submission date of assessment tasks. However, where tasks are set to be completed in Week 8, all assessment marking is to be completed within seven days of the submission date of the assessment tasks.
- b) All marking is conducted internally.

#### *Examinations*

- a) Procedures for the conduct and supervision of invigilated examinations during the Institute's designated examination periods, included those conducted online, are detailed in the Examination Policy and Procedures and the Examination Supervision Guidelines.

- b) Before the examination, each unit coordinator must submit the final examination paper and supplementary examination paper (including marking guides) to the Senior Academic Manager by Friday at the end of Week 6 in the term. At a minimum, all unit coordinators must certify that the examination will measure student achievement in meeting expected learning outcomes as described in the unit outline; the examination can be completed by a reasonably competent student in the time available; instructions to students on the cover page are accurate and complete; the marks are fairly allocated across questions and sum to 100%; and the examination paper does not contain spelling or grammatical errors. Alternative quality assurance measures include the Dean (or delegate) reviewing all exam papers covering the above points.

*Supplementary Assessment and Re-sit Assessment*

- a) If a student does not attend a scheduled final examination (or the major assessment item in a unit without an exam) and achieves a total mark in the unit of less than 50%, the student will be graded as 'Fail Absent' (FA) in that unit. If a student has a valid reason for not attending or completing the final examination, such as illness or other exceptional circumstances, the student can apply for special consideration using the Application for Special Consideration form. In approved cases a supplementary assessment, usually in the form of a supplementary examination will be required.
- b) If a student does not attend a scheduled final examination (or the major assessment item in a unit without an exam) and achieves a total mark in the unit of 50% or higher, the student will be graded as 'Fail Incomplete' (FI) in that unit. A student with a Fail Incomplete grade will be provided with an opportunity to complete a re-sit assessment task, which may take the form of an examination or another form of assessment, to determine whether learning outcomes have been met. If a student has a valid reason for not attending or completing an assessment, such as illness or other exceptional circumstances, the student can apply for special consideration using the Application for Special Consideration form.
- c) If a student does not complete an in-term assessment task that fulfils a unit learning outcome, but does attend the final exam, then the student will be graded as 'Fail Incomplete' (FI) in that unit. In such circumstances a student will receive a 'Fail Incomplete', even if the total mark in the unit is more than 50%. If the total mark is 40% or more, a student with a Fail Incomplete grade will be provided with an opportunity to complete a re-sit assessment task, which may take the form of an examination or another form of assessment, to determine whether learning outcomes have been met. If a student has a valid reason for not attending or completing an assessment, such as illness or other exceptional circumstances, the student can apply for special consideration using the Application for Special Consideration form.
- d) A student who has achieved a total mark in the unit between 40% and 49% will be provided with an opportunity to complete a re-sit assessment task by the unit coordinator to finally determine whether expected learning outcomes have been met. When the re-sit assessment is an examination, this will normally occur during the special consideration examination period.
- e) To determine a student's final total mark for a unit where a supplementary examination or assessment has been approved and completed, the supplementary examination or assessment will carry the same weight as the original examination or assessment.
- f) To determine a student's final total mark for a unit where the student has undertaken a re-sit examination or assessment, the task completed will carry the same weight as the original examination or assessment with:
  - 1) an upper limit in the final total mark of 50% for a student whose initial total mark before re-sit was between 40% and 49%; or
  - 2) an upper limit of the initial total mark achieved before re-sit where the initial total mark was 50% or more.
- g) Normally a student can take only one supplementary assessment or one re-sit assessment in a unit each term.

## *Grading*

- a) At the end of every term and examination period, the Dean shall convene to ratify the final grades and marks for all units assessed in the term or period. Final grades and marks assessed in all units can only be published after ratification by the Dean.
- b) Students who have failed to complete the Academic Integrity Module (AIM) will not be given a grade, unless there was no form of assessment where the student was required to sign a declaration on an assessment cover sheet that they had completed the AIM.
- c) Students who declare on their assessment cover sheet that they have completed the AIM, when they have not, have committed academic misconduct and the Institute's Student Academic Integrity Policy will apply.
- d) The Dean will report to the Academic Board (or designated Academic Board Committee) the progression rate and grade distribution and any actions required to rectify instances of non-adherence to the Assessment Policy.
- e) Results will be made available to students within fourteen working days after the formal examination period has ended.

## *Determining Academic Status*

At the end of each study period, the academic status of each student enrolled in an award course is evaluated in accordance with the following criteria:

- a) Good standing: making satisfactory progress and permitted to continue;
- b) Conditional: at academic risk of not achieving satisfactory course progress; i.e. has failed 50% or more of the units in which they were enrolled. Permitted to re-enrol after an interview and under conditions imposed by the Dean (or delegate) of the relevant School, which shall include a study program;
- c) Terminated: has not made satisfactory course progress and is not permitted to continue.

## *Academic Transcripts*

An official Academic Transcript contains information relating to Year of study, Unit Code, Unit Name, Credit Points Gained and Grade.

## Procedure: Student Roles and Responsibility

### *Assessment*

- a) It is the responsibility of students to ensure they have all relevant documentation for the unit and that they understand all assessment requirements specified in the unit outline.
- b) Attend the final examination and make a reasonable attempt at completing the examination paper.
- c) For online assessment, it is the responsibility of students to ensure they have access to minimum computing requirements.
- d) Students should make a reasonable attempt at all assessment tasks. In addition, all assessment tasks must be submitted on time, unless a student has obtained a formal extension from the unit coordinator prior to the submission date. Requests for extensions must be made in writing with appropriate documentation such as medical certificates. Extensions must be lodged prior to the due date and a copy of the extension request should be attached to the completed assignment. Only in cases of exceptional circumstances will students be granted extensions of submission time. In all other cases where work is submitted late without an approved extension, the assessment task will not be graded. If an extension is granted, a student will be notified in writing of the specifics of the extension.
- e) If a student is absent or fails to submit on the due date of an assessment without a valid reason, they will receive no marks for the assessment. If a student has a valid reason for being absent



from or unable to submit an assessment they must provide documentary evidence and apply to the unit coordinator for a deferred assessment or alternative assessment task.

- f) The application must be made to the unit coordinator within 5 working days of the assessment date.
- g) An application for an extension or deferred assessment may be rejected if there is reason to believe that a student is seeking to achieve an unfair advantage. This judgment may be based on circumstances of the application together with past instances of similar applications.
- h) A Plagiarism Declaration Form must be submitted with all assessment tasks. The declaration affirms that the work being submitted is the student's own work, all sources have been acknowledged, information contains no plagiarism and that the information is not knowingly inaccurate. It also affirms that the student has read and understood the Student Academic Integrity Policy. All assessment tasks may be unit to testing using plagiarism detection software. Unit coordinators may require that students provide evidence that the assessment task has been submitted to plagiarism software, such as Turn-it-in and/or may also request early drafts of assessments be submitted. Academic Misconduct, including plagiarism, cheating and third-party assistance, is a serious offence and students will be unit to the severe penalties in the Student Academic Integrity Policy. Unit coordinators will make this explicit to students when addressing assessments at the beginning of each unit and throughout the course. Students should refer to the Student Academic Integrity Policy for information on Academic Misconduct, including plagiarism, cheating and third-party assistance.
- i) All students are required to successfully complete the AIM by week 6 of their first term.
- j) Students must attach email confirmation of the successful completion of AIM to their first assignment and declare that they have successfully completed AIM on their assignment cover sheet.
- k) Assessment tasks should be presented appropriately as outlined by the unit coordinator at the beginning of the unit. If tasks such as essays are not presented in this manner, unit coordinators will request that students re-submit their tasks within a short period of time as deemed appropriate by the unit coordinator. Failure to re-submit an appropriately presented assessment task will result in a zero mark for the assessment task.
- l) For group work, all individuals in the group are responsible for the group assessment submission and the Group Assignment Peer Evaluation Form will apply, including the use of the Group Assignment Peer Evaluation Form. The peer evaluation process is in place to encourage and ensure equal participation by all group members and to provide students opportunities to receive timely feedback from their peers.
- a) A re-sit assessment is available to those students who fail the unit but have achieved an aggregate mark of 40% or more in the unit.
- l) A student can take only one supplementary assessment or re-sit assessment in a unit each term. No deferment is available to students who do not complete the supplementary assessment.

### The Grading System

Students are assessed for each unit on the following basis:

<b>Grade</b>	<b>Descriptions</b>
<b>High Distinction (HD) 85% -100%</b>	An outstanding level of achievement. The student has an extensive knowledge and understanding of the unit material and unit objectives beyond the normal expectations of the course. This constitutes a very high level of competence.
<b>Distinction (D) 75% - 84%</b>	A high level of achievement. The student exhibits a comprehensive understanding of the unit content and unit objectives and can readily apply this knowledge. This constitutes a high level of competence.

<b>Credit (C) 65% - 74%</b>	Substantial level of achievement. The student has a thorough knowledge and understanding of the unit content and unit objectives and is competent in the processes and skills of the course. This constitutes a reasonable level of competence.
<b>Pass (P) 50% - 64%</b>	Satisfactory achievement. The student has demonstrated an acceptable level of knowledge and understanding of the unit content and unit objectives and has achieved a basic level of competence in the processes, skills and knowledge of this unit. This constitutes an adequate level of competence.
<b>Fail (F) 0 - 49%</b>	Unsatisfactory achievement in the unit. The student has limited knowledge and understanding of the unit content and unit objectives and has not been able to demonstrate a satisfactory level of competence and skill in the unit content.
<b>Failed Compulsory Component (FCC)</b>	The student with a current enrolment failed a component of the unit deemed essential to pass the unit. An FCC grade can apply to a student with an aggregate mark greater than 50%.
<b>Fail Absent (FA)</b>	The student did not attend the final exam.
<b>Fail Incomplete (FI)</b>	The student did not satisfactorily complete all required within-term assessment tasks, other than the final exam.
<b>Fail Withdrawn (FW)</b>	The student has withdrawn after the census date with academic penalty.
<b>Non Participating Enrolment (NPE)</b>	The student did not participate in any academic activity relating to the unit between the date of enrolment and the end of the teaching term, receiving an aggregate mark of zero.

### Passing Requirements

- a) To achieve a passing grade in a unit a student must satisfy ALL of the following requirements:
  - Attempt all within-term assessment tasks to the satisfaction of the unit coordinator;
  - Attend the final examination and make a reasonable attempt at completing the examination paper;
  - Achieve an overall mark of at least 50% in the unit.
  
- b) In addition to (a) above, The Sydney City School of Law offers a number of units that are assessed according to a “double pass” rule. Under this rule a candidate must not only obtain 50% of the total marks available in the Unit assessment regime but must also obtain at least 50% of marks allocated to any examination component of assessment. This rule can lead to a candidate being awarded a total mark above 50 but nonetheless failing the unit because the candidate has not obtained a passing mark in the examination. Where a candidate fails under the ‘double pass’ rule he or she is offered a ‘re-sit’ examination and if the candidate passes the examination will then

be recognised as having passed the unit but will remain a fail if the re-sit examination is not attempted or not passed with a grade of FCC (Failed Compulsory Component). This rule applies to those units that deal with the Priestly 11 Areas of Knowledge required as an educational qualification criterion for admission as a legal practitioner. The operation of the rule was part of the accreditation of the LLB program as a qualification recognised by the Legal Profession Admission Board.

- c) Where a unit does not have a final examination (such as a project or research unit), the requirement to attend and submit an examination script does not apply.
- d) Students are normally unable to repeat a failed unit more than twice (see Student Progression, Exclusion and Graduation Policy). When an international student does not meet satisfactory academic performance, he/she will be reported to immigration as soon as practicable after this has been ascertained. This is in accordance with the National Code of Practice. The roles and responsibilities of students are detailed in the Student Handbook. Students are expected to be aware of them.
- e) For detailed information regarding intervention strategies, unit retakes and exclusion see the Student Progression, Exclusion and Graduation Policy.

#### Allocation of Final Grades

A student must pass all required units in an award course to graduate.

## **6 ASSESSMENT APPEAL PROCEDURE**

Step 1: Students should review their assessment items and note any comments provided by the lecturer.

Step 2: Informal review: where a student is dissatisfied with the assessment of an assignment and/or an examination result, the student should approach the relevant lecturer/unit coordinator in the first instance to discuss and or request review of that assessment. The consultation should be sought as soon as practicable, and within 7 days of notification of the assignment or examination result.

Step 3: Formal review: If the student remains dissatisfied with the decision made after consultation with the lecturer/unit coordinator, the student may request a formal review by completing the Assessment Request for Review Form. Formal reviews against assessment of assignments and or examination results must be lodged with the Academic Administration Office within five (5) working days of receipt of the assignment or examination result, unit to otherwise stated appeal deadlines.

Formal reviews lodged after five (5) working days will generally not be considered. The request for review must clearly describe the grounds for formal review. There is no cost involved in lodging a formal review. A formal review may only be requested once per assessment.

The grounds for appeal will be based on one or more of the following:

- The learning outcomes were not clearly defined in the unit material.
- Assessment tasks were not clearly defined in the unit material.
- Assessment procedure outlined in the unit material was not followed.
- Alleged wrongful advice from teaching staff. Examples include: advice relating to the content of the examination or approval of an extension for an assignment.
- Inappropriate or incorrect application of marking criteria.

The Academic Administration Office will determine if the grounds for review are justified as per this policy. If the grounds for review do not meet the requirements of this document, the Academic Administration Office will notify the student that their review request has been rejected with five (5)

working days. If the review is warranted, Academic Administration Office will forward the request to the Dean who will nominate an independent marker to conduct the review.

Step 4: Review and Resolution. Following review by the independent marker, the student will be notified of the outcome via email within two (2) weeks of the date of lodgment of the formal review. All documentation pertaining to the review will be recorded on the student’s file. If the original marking did not accurately reflect the result of the assessment item, the result will be amended. The amended mark (higher or lower) will be recorded as the final result for that assessment item.

Step 5: Further Appeal: if the student remains dissatisfied with the decision the student may appeal in line with the Institute’s Student Complaints and Appeals Policy and Procedure.

## 7 RELATED DOCUMENTS

- i. Student Academic Integrity Policy
- ii. Application for Special Consideration
- iii. Student Progression Exclusion and Graduation Policy iv. Research Higher Degree Assessment and Appeals Policy
- v. Student Complaints and Appeals Policy and Procedure
- vi. Online Course Delivery Policy

## 8 VERSION CONTROL

Historical Version	Approved by	Approval Date
2020.07	Academic Board	27 July 2020
2019.08	Academic Board	14 August 2019
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2017.10	Academic Board	3 October 2017
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2015.10 (Merged)	Academic Board	22 October 2015
2013.12 (PG & UG)	Academic Board	19 December 2013
2009.03 (PG & UG)	Academic Board	03 Mar 2009

## Annexure 1

### *Group Assessment Guidelines.*

This should be read in conjunction with the Assessment Policy, Assessment Marking Rubrics and the Peer and Self-Assessment of Teamwork Form.

The Institute believes that group work is a valuable mechanism for assisting students to develop collaborative and leadership skills.

The following guidelines are accordingly designed to:

- provide a useful resource for the development of skills for teaching and assessing group work;
- highlight good practice in group assessment.

### Purpose of Group Assessment (Group Work).

Group work is most valuable where it is designed to achieve learning objectives regarding the development of collaborative skills.

The assessment focus should be on the process of working in groups:

- collaboration and cooperation;
- analysing the task and assigning responsibility for its components;
- leadership, teamwork, delegation and coordination;
- preparation and presentation of a report;
- awareness of issues that arose and techniques for managing difficulties.

Group work should not be viewed as a way of reducing the marking load. In fact, group work requires active involvement by the instructor, particularly in terms of monitoring problems and intervening should a group become dysfunctional.

### Content learning Assessment Tasks

These refer to those set for groups should not focus on detailed content learning. Individual learning outcomes in relation to content are likely to vary considerably across the group and are difficult to assess accurately through group assessment.

### Weight of group assessment within a unit

This means that the group assessment tasks need to suit the unit's learning objectives and teaching mode. Accordingly, the development of collaborative skills can be seen as a cumulative process. Group work in first and second year units therefore needs to facilitate the acquisition and practice of skills for working in groups.

*First year units* - staff are encouraged to think about setting minor team-based tasks in tutorials, to empower students for undertaking formal group assessment in subsequent levels of study.

*Second year units* – the use of team tasks in tutorials should be continued. Minor pieces of formal group work can be introduced but they should not account for a significant proportion of the unit assessment. Planning needs to take prerequisites into account – it should not be assumed that all students will have the same degree of preparation for group work assessment at this level.

*Third year and graduate units* - more sophisticated group work assessment can be included in higher-level units. Depending on the unit, a reasonably high proportion of assessment might be academically appropriate.

However, as a general rule, group work should not exceed 35% of the total assessment prescribed for a unit.

### Managing Group Work

Complaints and general student dissatisfaction with group work are common. Usually, dissatisfaction is a symptom of inadequate planning or oversight. It is important that group tasks are carefully planned and managed, and that students are given clear information about all aspects of the task.

The lecturer/tutor needs to ensure that:

- the objectives are clearly stated (including how they link into the unit and course graduate attributes/assurance of learning);
- students know how the groups will be formed;
- the teaching team is trained appropriately to manage and assess the task, and to foster the development of the required skills;
- information is captured about each member's contribution (see the Group Assignment Peer Evaluation Form) so that individual performance can be evaluated objectively;
- problems are identified at an early stage so that intervention can occur in time to keep the task on track.

### Forming Groups

There are three main ways that groups can be formed:

- Random selection: Students grouped according to a lecturer/tutor randomly determined criterion;
- Self-selection: Students select their own group;
- Lecturer selection: Lecturers/tutors select the groups based on their knowledge of the students and their abilities.

The groups may also be determined by asking students to fill in questionnaires about preferred working style, linguistic proficiency, study habits etc. Student may be assigned 'job' titles.

### Methodologies to assist staff in assessing individual contribution to Group Work

- It is recommended that all members of a group receive the same group mark with an additional individual mark allocated to each member.
- The individual mark should be indicative of each member's contribution to both the process of completing the task and the final achievement of learning outcomes.
- The Group Assignment Peer Evaluation Form provides objective evidence and specific criteria for the assessment of individual contributions.
- Depending upon the nature of the group work and the learning outcomes of the unit, other methodologies may also be employed in determining individual marks for group work, including:
  - Individual reflection essay based on the process of working as a team and perceived success in achieving the course learning outcomes;
  - Group submission of planning documents, including individual work contracts and final contributions. Meeting logs, checklists and other monitoring may also provide evidence in support of peer assessments;
  - Assessment of individual contributions where it is possible to make distinctions from the whole group effort. For example, communication skills in oral presentations;
  - The inclusion of a question in an examination that specifically relates to the group assignment; and
  - Direct evaluation by staff including interviews of students allowing the staff to assess the individual student's contribution to group work while giving the staff the opportunity to

also provide feedback to students on their participation. It is anticipated that class sizes will generally be small to make this feasible.