



# EXCELSIA COLLEGE

— Sydney —

## Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the Objects of the College are the advancement of the Christian faith and higher education.

## Document Number

**PPR-STU-01**

## Document Name

**ASSESSMENT POLICIES AND PROCEDURES MANUAL**

## Document Status

Responsible Officer	Chief Academic Officer	August 2021
Approving Authority	Academic Board	August 2021
Publication	Version 1 (Public)	November 2021
Review Date	Review of Version 1	November 2024

*This document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. Anyone printing this document should refer to the website/QMS for the latest version.*

ABN: 50 360 319 774 CRICOS Provider Code: 002664K

## Contents

<b>1</b>	<b>Policy statement</b>	<b>3</b>
<b>2</b>	<b>Scope</b>	<b>3</b>
<b>3</b>	<b>Responsibilities</b>	<b>4</b>
3.1	Compliance, monitoring and review	4
3.2	Reporting	4
3.3	Records management	4
<b>4</b>	<b>Definitions</b>	<b>4</b>
<b>5</b>	<b>Principles</b>	<b>5</b>
<b>6</b>	<b>Procedures</b>	<b>6</b>
6.1	Grading scale	6
6.1.1	Final grades	6
6.1.2	Interim grades	7
6.2	Explanation of grades	7
6.2.1	Final grades	7
6.2.2	Interim grades	10
6.3	Assessment	10
6.3.1	Assessment design	11
6.3.2	Assessment procedures	12
6.3.3	Submitting an assignment	13
6.4	Academic integrity	14
6.5	Moderation of assessment processes	15
6.5.1	The role of the Head of School	15
6.5.2	The role of the external moderator	16
6.5.3	The role of the Learning and Teaching Committee	16
6.6	Further regulations	16
6.6.1	Reasonable attempt	16
6.7	Special needs	17
6.8	Extensions	17
6.8.1	Special consideration	18
6.8.2	Resubmission	18
6.8.3	Repeating a unit	18
6.9	Failing assignments	19
6.10	Privacy	19
6.11	Attendance requirements	19
<b>7</b>	<b>Related documents and references</b>	<b>19</b>
<b>8</b>	<b>Mapped to HESF</b>	<b>20</b>
<b>9</b>	<b>Document history</b>	<b>20</b>

This document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. Anyone printing this document should refer to the website/QMS for the latest version.

ABN: 50 360 319 774 CRICOS Provider Code: 002664K

---

## 1 Policy statement

This policy and procedure sets out:

- a. governing principles and processes staff are to apply when designing, implementing and reviewing assessment, assessing the work of students, and making decisions relating to student assessment, and
- b. processes for students to follow and the support available to them regarding assessment in coursework units.

In line with Excelsia College's mission as a faith-based higher education institution to advance human knowledge and creativity, the Assessment Policies and Procedures Manual contributes to the maintenance of appropriately high academic and artistic standards throughout the College, and to the recognition of course outcomes by professional organisations, government authorities and the general community.

The College is committed to creating and sustaining an effective environment for learning, recognising that the aim of teaching at the tertiary level is 'to enable students to reach their highest possible level of learning during their time of enrolment, and to prepare them for lifelong learning. In practice this means that staff collectively are responsible for ensuring that the design, management and teaching of their subjects facilitate effective learning.'<sup>1</sup> As part of this commitment the College aims to ensure that the design of assessment tasks and strategies is informed by research into effective higher education practice and accepted standards for each discipline.

Assessment must meet the standards required under the Australian Qualifications Framework and tertiary education legislation, specifically the Higher Education Standards Framework (Threshold Standards) 2021.

---

## 2 Scope

This policy and procedure apply to:

- a. assessment of assessable work undertaken by students enrolled in enabling, undergraduate and postgraduate coursework units offered by Excelsia College
- b. students, employees and people contracted by or in partnership with Excelsia College who are responsible for assessment-related activities, including teaching and administration
- c. the assessment of honours theses but not to higher degree by research (HDR) theses.

---

<sup>1</sup> The Australian Vice-Chancellors' Committee (AVCC). (April 1993). 'Guidelines for effective university teaching'. *The university teacher and effective teaching practice* (p. 2). Canberra.

---

## 3 Responsibilities

### 3.1 Compliance, monitoring and review

Employees with a role in assessment or exams, and students enrolled in coursework units, are responsible for being informed on and following policy and procedure relating to assessment.

Schools are responsible for ensuring this policy and procedure is implemented, for monitoring compliance, maintaining academic standards, and reviewing data on grades and student success to assure quality in academic standards.

Academic employees are responsible for ensuring unit work is designed and student achievement is assessed in line with this policy and procedure, and other related documents.

Academic Board and subordinate committees, in conjunction with the Chief Academic Officer, are responsible for reviewing assessment practice and the effectiveness of this policy and procedure in maintaining the quality of learning and teaching, through course and unit review processes, student evaluations and data relating to appeals and complaints.

### 3.2 Reporting

Schools provide internal reports on student success rates in units, retention, course completions, student evaluations, appeals and complaints to Academic Board and relevant Excelsia College managers.

Excelsia College provides statistical and other reports relating to assessment data to the Commonwealth Department of Education, Skills and Employment as required under legislation agreements.

### 3.3 Records management

Employees must manage assessment-related records in accordance. This includes retaining these records in a recognised College record keeping information system.

College records relating to assessment administration and decision-making, including exam scripts and other completed assessment, must be retained.

---

## 4 Definitions

Within this document the following meanings apply:

**Chief Academic Officer** means the lead senior academic staff member for the College (or their delegate, e.g., Head of School, Course/Program Coordinator)

**Assessment** is the process of gathering a range of evidence about students' learning and performance that enables judgements to be formed as to whether a student has achieved the specified level of knowledge, skill and/or proficiency of application and/or performance in relation to the learning outcomes appropriate for the level of the course in the Australian Qualifications Framework (AQF) and as specified learning outcomes for the unit of study and course as set out in the course materials/syllabus and unit learning outlines.

**Moderation** is the review of assessment grading to ensure consistency in grading.

**Reasonable adjustment** is the amendment of assessment procedures or materials to enable their application with students who have specific needs or disabilities.

**Special consideration in assessment** is an equity measure to ensure that the assessment of students may, in permitted circumstances, take account of unforeseeable adverse circumstances that impact negatively on the individual student's ability to demonstrate their learning achievements. It is a measure that may be used sparingly and only where genuine need is proven.

**Unit** means a unit of study in a higher education course or a unit or subject in an ELICOS or foundation course.

---

## 5 Principles

- 5.1** Assessment is an essential part of the teaching and learning process. Appropriate assessment tasks influence approaches to study and help students to allocate their time. Constructive and timely feedback on assessment helps students to gain a sense of achievement and progress, and an appreciation of the performance and standards expected in a particular discipline or professional area. Good assessment practice should promote learning and improve student performance.
- 5.2** Assessment must aim to enable students to achieve the academic standards expected by the College and its community including employers and the professions.
- 5.3** Assessment must achieve its intended purpose and be a valid, reliable basis for evaluating student achievement, performance or other competency.
- 5.4** The College also recognises the value of efficient and effective assessment procedures in enabling it to record the progress of students and certify the standards they achieve. Consistent and reliable assessment processes provide data whereby the achievement of course objectives can be assessed and teaching methods reviewed.
- 5.5** Students must be provided with a clear statement of academic expectations for each assessment task they are required to complete.
- 5.6** Assessment tasks must align with learning goals, learning activities and learning outcomes, and provide evidence of a student's achievement of the learning outcomes stated in the unit profile required for every course unit.
- 5.7** Under these policies and procedures, the assessment practices of Excelsia College will:
- a. promote active student engagement in learning and reinforce and reward that learning
  - b. recognise and value student diversity
  - c. demonstrate a scholarly approach by both staff and students
  - d. exemplify ethical practice that is transparent and consistent across the College
  - e. require timely feedback that has value for improving student learning

- f. produce grades and reports that are valid, reliable and accurate
- g. meet the expectations and satisfy the standards of stakeholders and accrediting authorities
- h. be subject to external moderation and peer review
- i. be the focus of quality assurance and continuous improvement.

## 6 Procedures

### 6.1 Grading scale

Student performance is graded and notified according to the following scale. Letter grades only are published, not numerical marks.

#### 6.1.1 Final grades

HD	High Distinction	85%–100%	Outstanding level of achievement	4 GPA points
D	Distinction	75%–84%	High level of achievement	3 GPA points
C	Credit	65%–74%	Intermediate level of achievement	2 GPA points
P	Pass	50%–64%	Adequate level of achievement	1 GPA point
PC	Conceded Pass	46%–49%	A Conceded Pass can be awarded by the School (solely at their discretion) to a student who has otherwise met the learning outcomes, enabling the student to pass the unit	0.5 GPA point
N	Fail	< 50%	Inadequate level of achievement	0 GPA points
DNS	Fail – Did Not Submit		Student did not submit any assessments and as such has an inadequate level of achievement; student is deemed to be non-genuine and could be asked to 'show cause' to maintain their enrolment	0 GPA points
S	Satisfactory		Required level of achievement in a unit assessed only on a Pass/Fail basis	No impact on GPA
CS	Conditional Satisfactory		Required level of achievement will be reached through the satisfactory completion of an extension unit	No impact on GPA
RP	Research Pass		Required level of achievement for research work assessed only on a Pass/Fail basis	No impact on GPA
WN	Withdrawn Fail		Student withdrew from unit after the final date for withdrawal without penalty (NAP date) and before the end of semester	0 GPA points
W	Withdrawn		Withdrawal without academic or financial penalty	No impact on GPA

*This document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. Anyone printing this document should refer to the website/QMS for the latest version.*

ABN: 50 360 319 774 CRICOS Provider Code: 002664K

WNAP	Withdrawn – No Academic Penalty	Withdrawal without academic penalty after census date but before NAP date. Students are still financially liable for tuition	No impact on GPA
------	---------------------------------	--	------------------

### 6.1.2 Interim grades

Questions about interim grades should be directed to the lecturer.

X	Extra Work Required	Additional work must be completed successfully for a 50% P (Pass) grade to be awarded. An X grade cannot be converted to a higher grade than a Pass grade
E	Extension	Unit extension granted, in exceptional circumstances, for a short time beyond the end of a semester. Any grade may be awarded on successful completion of all required work
I	Incomplete	Unit extension sometimes granted for a short time beyond the end of semester, usually as part of an intervention strategy for a student at risk. Only a 50% P (Pass) grade may be granted on successful completion of outstanding work
U	Result Unavailable	An interim grade to allow for unavoidable marking delays
NC	Not Complete	An interim grade issued when a unit has not yet finished
IP	In Progress	An interim grade issued at semester-end in a year-long unit

## 6.2 Explanation of grades

This section describes the general standards that students must achieve to obtain various results.

### 6.2.1 Final grades

High Distinction (H)	This grade will be awarded where there is evidence that a student has completed the required work for the unit at an outstanding level, and/or has completed considerable additional work in wider areas relevant to the unit, and/or has demonstrated the acquisition of an advanced level of knowledge, understanding, competencies, or skills at the <i>highest level</i> . The student would normally have attained an in-depth knowledge of matter contained in texts and set reading materials and undertaken extensive wider reading beyond that which is required or expected. The student will have consistently demonstrated an outstanding level of proficiency in applying a range of theories, approaches, methodologies and conceptual tools to professional practice, and in combining knowledge of the subject matter with original and creative thinking. This grade is reserved for recognition of the highest level of academic achievement expected of a student at a given unit level.
----------------------	---

Distinction (D)	This grade is awarded where there is evidence that a student has undertaken all required work for a unit at a <i>high level</i> and considerable additional work in wider areas relevant to the unit. The student will have also demonstrated advanced knowledge, understanding, competencies and skills relevant to unit learning outcomes and assessment tasks. The student would normally have attained an advanced knowledge of subject matter contained in texts or set reading materials and have completed considerable wider reading. The student will also have consistently demonstrated a broad familiarity with a range of theories, approaches, methodologies and conceptual tools. This grade should reflect high-quality work beyond the basic requirements of the assessment tasks and a developing capacity for original and creative thinking.
Credit (C)	This grade is awarded where there is evidence that a student has undertaken all required work for the unit and some additional work in wider areas relevant to the unit, has demonstrated a sound level of knowledge, understanding, competencies and skills relevant to learning outcomes and completing assessment tasks at an intermediate standard. The student will have attained a sound knowledge of subject matter contained in texts and set reading materials and have completed wider reading. The student will have demonstrated familiarity with a range of theories, approaches, methodologies and conceptual tools. Students should have a reasonable opportunity of attaining this grade provided they have demonstrated proficiency in the full range of course objectives and shown evidence of a sound capacity to work with the range of relevant subject matter.
Pass (P)	This grade is awarded where there is evidence that a student has undertaken the required work for the unit and has demonstrated adequate knowledge, understanding, competencies and skills relevant to learning outcomes and published assessment tasks. The student would normally have attained a sound knowledge of subject matter contained in the texts and reading materials and demonstrated a competent level of familiarity with relevant theories, approaches, methodologies and conceptual tools.
Conceded Pass (CP)	<p>A Conceded Pass is a pass awarded by the School to a student which enables the student to pass the unit. This allows students who are just short of 50% to achieve a CP grade.</p> <p>The Conceded Pass is granted for the unit in which a student has received a final percentage of between 45% and 49%, which is a notionally a grade of N (Fail).</p> <p>The pass is conceded on the basis that a student's overall performance in other aspects of this unit i.e., attendance, participation and assessments, have been sufficiently strong to compensate for the deficient percentage in the unit. It is recommended that a student's performance in other units is considered when making the determination to award a CP grade.</p> <p>The student must also satisfy the lecturer that they have met the learning outcomes of the unit.</p> <p>A Conceded Pass cannot be awarded in a unit that is professionally or externally accredited. These units need the student to demonstrate that all requirements are passed.</p> <p>Only one Conceded Pass can be awarded per course.</p> <p>The PC grade is to be discussed at the School Internal Moderation Meeting and noted and reported by the Moderation Committee.</p>

Satisfactory (S)	This grade is awarded where the student has evidenced the required level of achievement in a unit assessed only on a Pass/Fail basis. This type of unit normally includes assessment based on competency or participation and may include external assessment in the context of a professional placement. As with the Pass grade, there will be evidence that the student has undertaken the required work for the unit and has demonstrated adequate knowledge, understanding, competencies and skills relevant to learning outcomes. The student would have attained a sound knowledge of the subject matter and demonstrated a competent level of practice informed by relevant theories, approaches, methodologies and conceptual tools.
Conditional Satisfactory (CS)	This grade is awarded in the final professional placement unit of pre-service teaching courses where the student's achievement of the required unit outcomes has been inadequate, and supervisors judge that the required level of achievement will be evidenced through the satisfactory completion of specified additional work. The additional requirement is for enrolment in a unit or completion of an external study focused towards those elements of professional practice that were inadequately demonstrated, for example, a further teaching placement or an English Language upgrade course. The CS grade always remains on the student's transcript. Completion of the stream requirements is indicated by an S grade in a subsequent unit or annotation of the transcript to certify external completion of specified requirements.
Research Pass (RP)	This grade is awarded where the student has evidenced the required level of achievement in a research unit assessed only on a Pass/Fail basis. Usually this is assessed by submission of a thesis. The student would have attained a sound knowledge of the subject matter and demonstrated a competent level of practice informed by relevant theories, approaches, methodologies and conceptual tools.
Fail (N)	This grade is awarded if a student is unable to demonstrate satisfactory academic performance in the unit and/or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with unit objectives. This grade also applies where there is evidence of serious academic misconduct.
Did Not Submit (DNS)	Student did not submit any assessments. This grade is to allow for differentiation between a student that does not submit any work as opposed to a student that has attempted assessment tasks but still received a Fail grade.
Withdrawn Fail (WN)	This grade is awarded if a student has withdrawn from a unit after NAP date – the final date for withdrawal without academic penalty.
Withdrawn (WNAP)	This grade is reserved for students who withdraw from a unit before the NAP date, or who otherwise experience serious, unforeseen circumstances that were beyond their control, did not make their impact until after the NAP date, and prevented them from completing their study requirements.
Withdrawn (W)	This grade is reserved for students who withdraw from a unit before the census date, or who otherwise experience serious, unforeseen circumstances that were beyond their control, did not make their impact until after the census date, and prevented them from completing their study requirements.

## 6.2.2 Interim grades

Extra Work (X)	This grade may be awarded where the student has almost reached a satisfactory level of achievement and, in the judgement of the lecturer, the completion of additional work and/or assessment tasks may assist the student to reach the level required for a Pass. The maximum that may be awarded upon grade conversion is a 50% P (Pass).
Extension (E)	This grade represents a unit extension granted, in exceptional circumstances, for a short period of time beyond the end of a semester. In general, there are only four permissible types of circumstances in which the E grade may be given: medical, bereavement, official, and unforeseen circumstances of a serious nature beyond the student's control. The normal expectation is that outstanding work will be submitted/presented before the beginning of the next semester of study. An E grade may subsequently be resolved to any grade on the completion of outstanding work.
Incomplete (I)	<p>This grade represents a unit extension that may sometimes be granted at semester-end where:</p> <ol style="list-style-type: none"><li>the student is unable to finish required work in time for the required work to be assessed and a grade resolved by the beginning of the subsequent semester, and</li><li>for documented reasons the student should not be given an N (Fail) grade.</li></ol> <p>The I (Incomplete) grade is typically awarded as part of an intervention strategy for a student at risk and requires the approval of the Head of School. All outstanding work must normally be submitted/presented before the beginning of the next semester of study. An I grade may only be subsequently resolved to a 50% P (Pass).</p>
Unavailable (U)	This result unavailable grade is issued in cases where there has been a delay in the marking process itself, and the results for a unit have not been reported in time for semester-end moderation.
Not Complete (NC)	This grade is issued at semester-end for a unit that is not yet due to finish, e.g. an intensive that commenced later in the semester.
In Progress (IP)	This grade can only be used for year-long units and is the grade issued at the end of the first semester.

## 6.3 Assessment

All students enrolled in a coursework course at the College are required to complete all assessment items as part of their course. These assessment items may be either assignments or formal examinations or a combination of both.

Assessment practices should promote student engagement, support student learning and judge levels of performance.

Assessment tasks should be aligned with the objectives and teaching and learning arrangements of the course.

Assessment across the courses within a program should be coordinated to:

- a. ensure coverage and opportunities for students to achieve the learning outcomes for the program
- b. ensure coverage, development and achievement of the College's Graduate Attributes
- c. ensure consistency in the College's expectation of workload across courses
- d. spread assessment load and intensity across the study period
- e. provide a variety of types of assessment
- f. develop, support and monitor students' readiness to undertake more advanced course requirements and practice-based learning activities.

### 6.3.1 Assessment design

Course unit outlines provided to students at the commencement of each semester include a detailed description of each assessment task, its relative weighting, the criteria by which it will be evaluated, the time it is expected to take, submission modes and due dates, relevant resources and related advice.

Unit assessment packages are approved in the course accreditation process as representing generally agreed workloads and standards for each unit.

**Students must submit (complete) all assessment tasks to qualify for a passing grade in the unit.**

The nature of assessment tasks varies widely across the different disciplines and can feature a variety of media. Lecturers are encouraged to use a range of approaches to assessment. The key criterion for choice of assessment task and method is curriculum alignment, in which assessment tasks relate in mode and substance to unit learning outcomes. Assessment design should be developmental and promote increased complexity, challenge, and independence in learning.

The following types of tasks are currently used in assessing Excelsia College courses:

- essays
- examinations/tests/quizzes
- critiques/evaluations/peer and self-assessments
- reviews/responses/observations/journals/summaries
- reports/research
- maps/diagrams/concept drawings/technical structures
- proposals
- literature surveys/annotated bibliographies
- interviews/survey instruments
- scripts
- music created (printed/recorded/performed)
- dance choreographed (notated/performed)
- portfolios
- art works in various media
- photographs

- designs and design works (e.g. graphic design, costume, set, lighting, sound)
- teaching programs/lesson plans/curriculum units
- teaching resource packages
- workshops
- briefs (industry-related)
- projects (research/creative)
- performances (musical, dramatic, dance/movement)
- productions (dramatic, dance, musical theatre)
- recitals/solo performances/performance practice
- technical assessments
- role-plays/simulations
- seminars/presentations
- teaching practice
- exhibitions.

Some assessments, such as projects, seminars, or presentations, may require group work. The briefs will be clear about the nature of individual contributions to the group process. Where the final assessment requires individuals to present some part or parts of the overall assessment, marks will differ for each group member according to their individual contributions. In cases where the assessment is presented as the work of the whole group, all group members will receive identical marks. Group work projects may only attract a maximum of 50% of the overall assessment marks.

In units requiring written assessments, students are usually assessed by means of three tasks, one of which is due relatively early in the semester. Even if the actual assessment is of only one piece of work (e.g. a substantial research project), an early portion/outline/proposal will be required to enable early diagnosis of likely learning challenges. Lecturers are expected to give students constructive feedback on assessment tasks in a timely manner in order to assist students to identify their strengths, address misconceptions and gaps in their understanding, and identify strategies for improvement.

Examinations are normally scheduled during the final week of the semester.

Excelsia College does not use norm referencing where an ideal distribution of grades across a class is predetermined. Rather, a criterion-referenced approach is used to reflect the way in which students vary in their ability to meet the established learning performance standards. Final grades are an expression of how closely students' work reflects the intended learning outcomes.

### 6.3.2 Assessment procedures

Heads of School manage the assessment process within their school. The Head will ensure, in the induction of any new lecturers, that the issue of academic integrity is covered in some detail. Lecturers are referred to the Academic Integrity Policy and Procedure for guidelines about strategies and resources to minimise plagiarism, and to the Academic Progress Monitoring and Intervention Policy and Procedure for guidelines about identifying students who may need assistance to achieve their learning goals.

Before the semester commences the Head provides the course unit outlines to lecturers, and then meets with staff to organise and approve assessment schedules and tasks as appropriate to ensure the best learning experience for students in that semester. Lecturers give their students an expanded course unit outline in the first class, discussing the assessment requirements in detail, and ensuring that the set tasks require students to apply the unit content, that the tasks measure students' achievement of the unit learning outcomes, and that they can be completed in the time allocated.

During semester the Head has to approve any variation made to assessment packages, after ensuring that students have been consulted and have agreed to the change. The Head also consults with lecturers during the semester for feedback on effectiveness of assessment and the progress of individual students. When students are identified as being 'at risk' the Head will generally become involved in the intervention strategies. In the last class session students are asked to complete an evaluation of the unit and their learning experience.

After the semester is completed, the Head receives the student feedback for each unit, together with a summary of student responses. The Head reviews this feedback with each lecturer and determines action to be taken where appropriate. The student feedback summaries and responses from the Schools are presented to the Learning and Teaching Committee (LTC) during the following semester. The feedback loop is then closed as the Head meets with the students to inform them of decisions made in response to concerns the students have expressed. Student feedback also forms part of the backdrop to the annual Staff Performance Review and Development Program.

### 6.3.3 Submitting an assignment

**Students must submit (complete) all assessment tasks to qualify for a passing grade in the unit.**

Assignments must be the student's own work or must include the student's contribution to group work as required by the course specification.

The marking criteria for assignments will be related to the learning objectives of the course.

A student must retain a copy of each assignment they submit. To avoid problems related to computers, students should regularly back up their work externally.

The College requires that all written text-based assignments be submitted electronically via ExO. Assignments will be analysed by Turnitin to detect plagiarism. A copy of the assignment may be retained on the College's database and used to make comparisons with other assignments in the future. Students should make sure that they receive and keep their electronic receipt after submission. Some units may require submission of a hard copy as well. When an assignment is not suitable for submitting via ExO (e.g. artwork) students must follow the submission instructions in the course unit outline.

If granted permission to do so by the unit of study coordinator, a student may post an assignment to the appropriate lecturer. The postmark on the envelope must be on or before the date on which the

assignment is due. In most cases, such date marking is only available by registering the mail at the post office.

All assignments must use the College-approved academic style guide (APA). The American Psychological Association (*APA Publication Manual*, 7th Edition) is the required style guide for all academic writing, including all assignments, in the College. Incorrect use of the required style, or the use of another style unless specifically allowed, is likely to result in a diminished assessment grade.

If a student believes there has been an oversight, omission of marking, or mathematical discrepancy in the marking in relation to an individual assignment, group assignment or a student's individual mark on a group assignment, they may request a recheck of the mark. The request must be made within 10 working days of receiving the marked assignment. A recheck of assignment marks may result in the award of a higher or lower mark than was originally awarded.

The College recognises situations occur that may impact the ability of students to complete assignments, and students may in these cases apply for an extension. For more information on extensions, see section 6.8 of this policy.

#### **6.4 Academic integrity**

Academic integrity means a commitment to act with honesty, trustworthiness, fairness, respect and responsibility in all academic work. Academic integrity is the foundation of higher education life and is fundamental to the reputation of the College and its staff and students.

The College takes breaches of academic integrity and plagiarism very seriously. Academic integrity cases will be managed as an educative process for students. Students making minor accidental breaches of the policy will be given training to improve their skill in referencing and academic writing. Penalties for plagiarism are clear and easy to understand. Students who require further information should read the Academic Integrity Policy and Procedure. This document draws the attention of students to the seriousness of the issues and some of the possible consequences of plagiarism or academic dishonesty in general.

The course outline must include information about academic integrity and may provide specific examples of conduct that constitutes academic misconduct.

To ensure academic integrity, no person may teach or assess in a course in which they are concurrently enrolled.

For the purpose of this policy, academic misconduct means:

- a. plagiarism
- b. breaches of the examination procedures prescribed in this manual
- c. presenting data that has been copied, falsified or in any way obtained improperly
- d. including material in individual academic work that has involved significant assistance from another person, unless this is specifically allowed, as written in the course outline

- e. providing assistance to a student in the presentation of individual work, unless this is specifically allowed, as written in the course outline
- f. falsifying or misrepresenting academic records, or any other documents
- g. any other actions that contravene the principles of academic integrity.

Work submitted by students for assessment is tested for plagiarism using text comparison software (i.e. Turnitin).

## 6.5 Moderation of assessment processes

Moderation of assessment supports high-quality assessment practices, which are an important element of the College's quality assurance framework.

Each School is required to ensure that moderation practices are documented and specify:

- a. how assessment tasks are reviewed in relation to course objectives, student workload and, where applicable, professional accreditation requirements
- b. practices ensuring consistent, valid and reliable judgements are made about student performance in relation to learning outcomes within and across courses. This might include the use of:
  - i. marking guides
  - ii. second marking, where a second marker assesses a representative sample of student work
  - iii. double-blind marking, where high-value assessment tasks are marked independently by two assessors
- c. how marks and grades are reviewed
- d. how the quality of feedback provided to students is reviewed
- e. any actions that may be required before results are finalised for the study period
- f. equivalent practices for alternative forms of course delivery such as offshore or external
- g. the nature and timing of external benchmarking of moderation practices.

The Chief Academic Officer oversees the moderating of the College's assessment practices at the end of each semester. Moderation involves Heads of School, lecturers, external moderators and the LTC. The Registrar's Office gives students their final grades after moderation. These grades could, at times, vary from the marks issued by lecturers during the semester.

### 6.5.1 The role of the Head of School

The Head of School monitors assessment issues across the school, checking to ensure that assessment tasks are appropriate in terms of the number of tasks set, their rigour, spread, and appropriateness in terms of the learning outcomes. At semester-end the Head discusses with the faculty the assessment experience, the standards expected and achieved, results submitted, and the progress of individual students. The Head of School may alter the marks lecturers have given but will normally only do this in consultation with the lecturers and moderators.

At semester-end the Head:

- meets with the lecturers to consider grades and assessment outcomes, moderation, and other feedback. The achievements of individual students are discussed, and intervention strategies agreed where appropriate. A further report needs to be completed for failing or interim grades (i.e. for N, X, I, E, NC and U grades) to give the moderators the details that have led to these

assessment decisions. The Head provides this information on the Exceptional Grade Explanation Form (STA-F29), using a separate form for each unit.

- meets with the lecturers and a specialist external moderator to discuss the grades and outcomes of the assessment processes. The moderation meeting focuses on the quality and reliability of assessment as well as student achievements and concerns. Normally possible improvements are identified in this dialogue.
- submits a moderation report to the LTC together with the semester's results for approval.

### 6.5.2 The role of the external moderator

An external person normally joins the faculty in each discipline for the purpose of reviewing the semester-end assessment. Such moderators may be members of the Course Advisory Committee, or other colleagues who manage similar programs at peer institutions. In some disciplines the moderators attend students' public performances, or the final assessments of folios, artworks and exhibitions, and contribute to the final grades awarded. In others, they attend the faculty meeting at which academic grades are presented and discussed. The Head of School records the proceedings of the moderation sessions and presents a moderation report to the LTC together with the assessment reports. The marks assigned by the lecturers may at times be changed in the moderation meetings held within Schools.

### 6.5.3 The role of the Learning and Teaching Committee

The LTC receives the assessments records and the moderation report from each School, engaging in further enquiry and/or discussion as appropriate. The Committee can vary the marks or call for a School to reassess student work before the assessments are approved. The LTC will typically also discuss issues that have arisen in the moderation meetings, with the aim of ensuring that each School's assessment practice is strengthened.

## 6.6 Further regulations

### 6.6.1 Reasonable attempt

Students will be judged to have made a 'reasonable attempt' at coursework, examinations or other unit or assessment tasks when, in the view of the Chief Academic Officer or their delegate, the task in question has been approached seriously and any failure is principally due to genuine student weakness, inability and/or misunderstanding. Token submission of coursework, token attendance at an examination, and/or other forms of insincere engagement or commitment will not be deemed to constitute a 'reasonable attempt'.

Examples of 'reasonable attempt' in coursework include, but are not limited to, responses that:

- a. show evidence of appropriate academic, creative and/or physical preparation according to the nature of the assignment
- b. are at least 50 per cent of the stipulated length
- c. broadly follow required formal guidelines, including with respect to satisfactory presentation
- d. are supported by a satisfactory attendance record and class participation.

Examples of 'reasonable attempt' in examinations and related assessment work include, but are not limited to, responses that:

- a. show evidence of appropriate academic, creative and/or physical preparation according to the nature of the examination
- b. are of sufficient length to indicate that the student has been engaged in responding for most of the designated examination period
- c. indicate effort has been put into the response while (for example) unintentionally misunderstanding the nature of the question or task
- d. are supported by a satisfactory attendance record and class participation.

Examples of 'less than reasonable attempt' in examinations and related assessment work include, but are not limited to, responses that:

- a. show little or no evidence of prior preparation
- b. show little or no evidence of effort, engagement and/or investment in the response itself
- c. constitute less than 50 per cent of the required length
- d. are not supported by a satisfactory attendance record and class participation.

In the case of a 'less than reasonable attempt', the Chief Academic Officer or delegate can rule that the work in question has not been effectively submitted, resulting in academic failure or any other appropriate outcome as determined by College policies and procedures.

### 6.7 Special needs

Reasonable adjustment in teaching and assessment methods must be made to accommodate students with an officially recognised disability, impairment or medical condition. Assessment guidelines for students with disability are available in STA-G27 Inclusive Assessment Making Reasonable Adjustments and Providing for Alternative Assessment Arrangements.

### 6.8 Extensions

Lecturers are able to approve an extension to the assignment due date of up to five College working days. Extension applications will be considered at any time up to the assignment due date; however, students are strongly encouraged to submit a request for an extension at least 24 hours prior to the due date.

Where a student requires an extension of more than five College working days, or an additional extension of time beyond an already approved five College working days, to complete an assignment, Heads of School are able to approve an extension of the assignment due date up to the last teaching day of the semester.

If a student requires an extension of more than 15 College working days to the assignment due date, a special consideration form must be completed.

The due dates for assessment tasks are published in the course unit outline. A late submission penalty of 5 per cent per day applies to overdue work. This means that a student who submits work after the submission deadline will lose 5 per cent of their marks for each day between the due date and the date the assignment was received (as indicated on the assignment receipt).

A student with a serious reason for not meeting the submission deadline for a task may apply to the lecturer before the due date for an extension on the Application for Extension form. The Academic Board has directed those extensions only be granted for serious unforeseen reasons, that a revised due date be agreed, and that extensions be resolved as soon as reasonably possible, and without disturbing unit marking deadlines. A student who has been given an extension needs to submit the assignment, with the approved Application for Extension form attached, to avoid receiving a failing grade.

The granting of extension is a preferable means of dealing with an assessment task due date difficulty which might otherwise lead to a request for special consideration. Extensions will normally be granted parsimoniously. Grounds for the granting of an extension need to be substantial. Normally they would require documented evidence of illness or misadventure.

Where assignment due dates have been advertised well in advance (more than two weeks), the pressures arising from submissions of other academic work in a restricted time-period will not constitute a valid reason for the granting of an extension. The expectation will be for the student to develop an individual study timetable. Advice may be sought from academic staff in developing a viable work plan.

#### 6.8.1 Special consideration

A student who is prevented through protracted illness or unavoidable disruption from completing assessment tasks before the end of semester should apply in writing to the Head of School for special consideration, enclosing relevant documentation. If approved, this will lead to an E grade for the unit. Again, however, early resolution of this interim grade is the goal.

#### 6.8.2 Resubmission

While studying, students may experience short-term circumstances beyond their control that impact on their ability to complete assessment components on time. The special consideration process is designed to support students in these situations. The opportunity to resubmit failed assignments or equivalent assessment tasks is not automatic. A student may be invited to resubmit an assessment task where the lecturer deems it important to support the student's learning and progress, and where it does not disadvantage other students or interfere with unit marking deadlines. Resubmission is not allowed if the original assignment was submitted late. In any case, a request for resubmission shall not be considered later than seven working days after the return of an assignment. A resubmitted task can only be awarded a 50% Pass. For example, if the task is worth 40 marks, the maximum mark a student can be awarded for the task is 20 or 50% of that mark; they cannot be given higher than this. This mark will be substituted in the unit total for the student before the grades are given.

In some cases, the outcome of an application for special consideration may also suggest the resubmission of assignments or reassessment.

#### 6.8.3 Repeating a unit

If a student repeats a unit, all assessment work is to be completed, original and shall not include the prior work from previous semesters resubmitted.

## 6.9 Failing assignments

If a completed/presented assessment task weighted at 40% or over of the total marks receives a failing grade, a second assessment needs to be conducted by an independent assessor. The second assessor would normally be a colleague in the same academic field. The lecturer assigning the failing mark will consult with the Head of School who will arrange for a second assessment. Wherever possible the second assessor should provide independent feedback to the student. This may not always be appropriate (e.g. in relation to practical assignments that involve panel assessment) but should be provided when appropriate to guide student progress. Where performance-related assignments worth 40% of the total marks are assessed by the unit lecturer, good practice would suggest that a second assessor be invited to participate in the assessment process in case a failing grade is indicated.

## 6.10 Privacy

Students' privacy must be protected in the assessment process. Assignments are submitted online or into a locked box and are held confidentially by lecturers during assessment. Marked work is returned directly to individual students or enveloped for posting and placed in the relevant pigeonhole. Materials related to an academic grievance are held in confidential storage for six months after the appeal is resolved.

## 6.11 Attendance requirements

For full-semester units, Excelsia College requires attendance at a minimum of 80 per cent of all seminars, workshops or lectures, unless otherwise stated in a course unit outline. In cases where a student is unable to attend at the required rate, the student may need to apply for special consideration. Any such request for special consideration must be accompanied by well-attested evidence of illness, injury or misadventure and the student may be required to undertake extra work. For shorter units or units with specific attendance requirements, different limits may apply as outlined in the course handbook or course unit outline. Students should discuss the circumstances of their absence(s) with their lecturer. In some units, the attendance requirement may vary from the general requirements. For example, 100 per cent attendance may be required for mandated coursework in child protection or for certain kinds of field work. Any variation from the general College requirements on attendance will be made explicit in the appropriate course handbook or course unit outline.

---

## 7 Related documents and references

- *Assessing Learning in Australian Universities*, Australian Universities Teaching Committee
- STA-G27 Inclusive Assessment, Making Reasonable Adjustments and Providing for Alternative Assessment Arrangements
- STU-AC-F24 Application for Extension
- PO-STU-05 Academic Progress Monitoring and Intervention Policy
- WP-STU-26 Academic Progress Monitoring and Intervention Procedure
- PO-STU-04 Academic Integrity Policy and Procedure
- PO-STU-06 Student Grievance Policy and Procedures
- PO-STU-28 Student Appeals Against Academic Decisions
- PO-STU-29 Student Attendance Policy and Procedure
- PO-STU-30 Special Consideration and Arrangements Policy

*This document may be varied, withdrawn or replaced at any time. Printed copies, or part thereof, are regarded as uncontrolled and should not be relied upon as the current version. Anyone printing this document should refer to the website/QMS for the latest version.*

ABN: 50 360 319 774 CRICOS Provider Code: 002664K

- WP-STU-32 Special Consideration and Arrangement Application Procedures
- [Application for Extension Form](#)

---

## 8 Mapped to HESF

The content of this policy is mapped to the HESF 1.4 and 5.2.

---

## 9 Document history

This policy has been amended as follows:

Version	Amendments / Date / Notes
1	Manual incorporates WP-STU-27 Assessment Policy and Procedure, STU-G18 Explanation of Grades and PO-STU-03 Assessment Policy. Addition of Research Pass grade.