



Australian  
**Chiropractic  
College**

## **PRINCIPLES, POLICY & PROCEDURE**

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### **ASSESSMENT of COURSEWORK**

#### **PURPOSE**

These procedures have been developed to reflect the alignment of the Assessment of Coursework Policy and Principles across all subjects within the Chiropractic Course. The procedures will ensure authentic assessment toward the achievement of pre-determined learning outcomes and graduate attributes whilst providing students with the opportunity to demonstrate academic achievement and progression.

The following procedures are aligned with the policy principles to ensure assessment is effective, efficient, of high quality and are student-centered in its design, implementation and review. Principles of timely, and constructive feedback are reflected in the procedural requirements for both the development and administration of assessments.

Staff across all subjects are responsible for the implementation of these requirements and procedures.

Students are responsible for familiarising themselves with the assessment of coursework policy and principles and for following the assessment procedures and guideline to ensure optimisation of their educational opportunities.

#### **SCOPE**

This document applies to:

- The management and submission of assessment tasks and examination of coursework material by students; and
- Staff and people contracted by the College who are responsible for the design, administration and making of decisions relating to assessments on or behalf of the ACC.

#### **POLICY STATEMENT**

This policy refers to the processes in which the demonstration of student knowledge and achievement of learning outcomes are reflected and measured through examination and specific assessment tasks.

The Assessment of Coursework Principles provides a framework through which the College approaches the design, implementation and review of assessment tasks and examinations.

The Assessment of Coursework Procedures ensures the implementation of the principles within the design of learning outcomes, assessment tasks and examinations. The procedures also provide the minimum requirements and procedures to be followed during the design and review of assessments.

## **REQUIREMENTS**

### **1. Scope and Purpose of Assessment**

- 1.1. Subject learning outcomes are clearly stated in each subject profile.
- 1.2. All assessment tasks have alignment with at least one learning outcome and graduate attribute. Having all learning outcomes assessed under one assessment tool is not seen as good practice nor is the notion of having individual assessments for each learning outcome, this can be seen as ineffective and inefficient.
- 1.3. Authentic assessment involves the assessment of one or more aligned learning outcomes per task. Learning outcomes should not be repeatedly assessed via different assessment tasks.
- 1.4. The course profile should clearly demonstrate the following:
  - the relationship between assessment task and learning outcome;
  - all fundamental details of an assessment including the aspects of each task, marking criteria and/or rubrics.
- 1.5. Assessments are proportional to course credit and appropriate to the level of course study.

### **2. Assessment Timetable**

- 2.1. Summative assessment tasks must have a completion and due date no earlier than the last permissible date for enrolment in a term.
- 2.2. Assessment timetables are constructed as best as possible taking into account, within reason, academic demands of the student's time.
- 2.3. Special consideration and arrangements are made for to ensure optimisation of academic success for those students with disability or special needs. Refer to the College's Disability Policy and Disability Support Procedures.
- 2.4. Ongoing constructive feedback is provided through the implementation of formative assessment tasks. These tasks provide students with the opportunity to receive academic support and advice prior to summative assessment.
- 2.5. Students are provided with adequate time to develop, and submit assessment which require submission, taking into account the possibility of equipment failure, unavailability or limited access to references or learning materials.

### **3. Assessment Tasks**

- 3.1. A variety of assessment tasks (written paper, practical test) should be designed taking into consideration the following:
  - Demonstrable alignment against one or more learning outcomes;
  - Valid and reliable means of assessment of student achievement and obtainment of desired learning outcome;
  - Length and complexity is balanced against academic demands in consideration of time, and effort required.

- 3.2. The opportunity to practice or experience each type of assessment prior to summative assessment is made possible, within reason.
- 3.3. Subject profiles contain clear descriptions of each assessment item identifying the following:
  - Relationship identified against aligned learning outcome
  - Assessment criteria against which assessment will be measured (marking rubrics)
  - Assessment task weighting
  - Pass/Fail - specified criteria in terms of minimum performance/marks (if applicable)
  - Referencing type
  - Due dates and return dates
  - Examination conditions (closed/open book)
  - Assessment specifications – individual or collaborative work, maximum lengths, penalties for breach of specifications
- 3.4. Any changes to the nature or scope of the assessment during term are only possible with the agreement of the students and through the approval of the Academic Dean and appropriate subcommittee. Any proposed changes must allow adequate time for students to prepare and must not result in a disadvantage toward any student.
- 3.5. Courses that contain a final examination. Only one final examination of no more than 3 hours duration is scheduled for the course, with no more than a 70% mark allocation. Mid-term examination and other tests maybe additional to this.

## **4. Marking**

- 4.1. Assessment tasks, excluding exams, are marked according to the published assessment criteria.
- 4.2. Marks will be allocated based on the student performance against the assessment criteria. Mark deductions will be implemented should the student fail to meet this criteria or breach marking assessment criteria, particularly with regard to: Submission dates, Length and Referencing.
- 4.3. Allocated marks toward each assessment task are proportionate the work and effort expected of the student for a successful achievement.
- 4.4. Specific passing requirements; including minimum mark and performance requirements, will be clearly outlined within the course profile. It is not sufficient to state, " students must pass, or students must submit all assignments" as there is no detail on what is a passing grade or what is expected as minimum content requirements.
- 4.5. All grades must be reviewed and passed through a moderation process prior to release to the students. Any grades that maybe released prior to this process are considered provisional and maybe subject to change.
- 4.6. Specified Certification of grade dates will be published prior to each academic year and made available to staff and students.
- 4.7. Supporting documentation must be provided as evidence toward all academic decisions, in particular those with the potential for adverse implications on student academic progression.
- 4.8. Those students registered for student support have adequate arrangements in place to ensure transparency, fairness and equity.

## **5. Feedback**

- 5.1. Timely and constructive feedback is to be provided on all assessment tasks throughout the term to help facilitate optimisation of student learning opportunities. All feedback is provided in sufficient time to allow for academic support and advice where required, thus allowing for the opportunity for improvement prior to subsequent assessment tasks.

- 5.2. Feedback may be provided individually or as a group and may consist of the following:
  - Identification of faults;
  - Identification of strengths;
  - Suggestion on how to make improvements.
- 5.3. Staff are required to provide a written summary on the overall examination including the performance of the cohort, student feedback, and suggestion on possible changes for future implementation for increased efficiency and effectiveness.

## **6. Academic Support**

- 6.1. The academic progress of each student is closely monitored to help in the early identification of at risk students or those who may require academic support.
- 6.2. Academic support provides clarification of assessment errors due to misunderstanding of assessment criteria.
- 6.3. Academic support is designed to assist students in the development of learning strategies and skills allowing for the ability to improve upon academic performance.

## **7. Special Assessment**

- 7.1. The appeal for a special assessment may be put forward to the Academic Dean should a member of staff feel that an individual or group of student's academic performance is in question and requires clarification.
- 7.2. Special assessment criteria, implementation and delivery must be identical or considerably similar to initial assessment measures.
- 7.3. Special assessments may result in an interim result or final grade.
- 7.4. Students are not able to apply for special assessment.

## **8. Review of Grade and Appeals**

- 8.1. Students have the right to a review of grade or academic appeal as outlined in the College's Review of Grade and Academic Appeal policy and procedures.

## **9. Referencing for Undergraduate Programs**

- 9.1. Required referencing style(s) are to be outlined within the Course Profile. All efforts should be made to maintain consistency in referencing style across all courses within the program.
- 9.2. All material produced and provided by the College for a particular course should recommend and use the nominated referencing style.
- 9.3. Referencing style(s) required for assessment tasks will be reiterated with the assessment criteria and made available through the course profile.

## **PRINCIPLES**

Student assessment is used to determine academic progress and individual achievement. Implementation of coursework principles ensures assessments are of high quality, effective and efficient and acceptable to all

stakeholders, including students. The following provide a framework for when making determination on the design, implementation and review of assessments, including examination.

## **1. Quality Assessment**

- 1.1. The Australian Chiropractic College is required to satisfy TEQSA and the CCEA that its graduates meet the requisite standards and are competent to practice chiropractic. As such the ACC aims to at least meet academic standards set upon the College by the Government, Profession and the Community.

## **2. Effective Assessment**

- 2.1. Achieves the desired outcome for which it was designed and minimises the potential for negative or unintended outcomes.
- 2.2. Designed to align with Graduate attributes, Learning Goals and Outcomes and provides clear demonstration of students successful academic progress and achievement.
- 2.3. Allows for provision of constructive student feedback.
- 2.4. Valid and reliable source to provide certification of student academic achievement.
- 2.5. Aid in the development of independent learning strategies and capabilities through effective and timely grading and constructive feedback.

## **3. Efficient Assessment**

- 3.1. Assessment tasks are designed to allow for the minimum number of assessments whilst ensuring sufficient evidence of student progression and learning.
- 3.2. Will ensure the optimisation of potential student benefit via a grade allocated mark and the through the quality, and quantity and timely provision of critical feedback.
- 3.3. Optimisation of staff gains through their efforts in designing, implementing and providing assessment of tasks provided to students.

## **4. Student-Centered**

- 4.1. Assessments are designed taking into account the diversity in student background, academic history and experience, allowing for maximum opportunity to demonstrate achievement of learning outcomes.
- 4.2. Is supported by a review process to ensure continuous fairness, consistency and transparency in its design, delivery and assessment criteria.
- 4.3. Provides opportunity for student appeal against any of the following:
  - Assessment design;
  - Implementation;
  - Grading criteria or procedures.

## **5. Rights and Responsibilities**

- 5.1. Academic Board and subcommittees remain responsible for:
  - a) Implementation and monitoring of this policy across the program to ensure effectiveness and consistency.
  - b) Development of systematic review procedures and practices surrounding assessment review and assessment practices.
- 5.2. Academic Dean and Program Division are responsible for:

- a) Implementation of this policy across individual courses through the publication of concise systems and processes to ensure effectiveness and consistency of delivery.
- b) Effective communication of assessment policy, procedures and guidelines to both staff and students.
- c) Review procedures and practices surrounding assessment review and assessment practices are developed and implemented.

5.3. Academic Staff have the responsibility of:

- a) Familiarising themselves with the following principles and related policy and procedures as well as clearly understanding their appropriate roles and responsibilities relating to assessment;
- b) Ensuring fair, consistent, equitable and transparent assessment guidelines and practices.
- c) Following assessment review practices regularly to maintain continuous improvement and effectiveness of assessment material.

5.4. The College is responsible for ensuring:

- a) A high standard and quality of academic teaching staff, requiring and providing access to; on-going professional development to support and grow learning and teaching practices, including assessment;
- b) Continued and regular assessment of learning and teaching resources and services, to ensure quality, quantity and currency with contemporary and benchmarked standards.

5.5. Students are responsible for ensuring that:

- a) They are familiar with this policy and the College's Student handbook.
- b) They follow this policy and corresponding procedures.
- c) They utilise assessment feedback appropriately to ensure quality learning
- d) They provide appropriate constructive feedback to support course review and future development.
- e) They provide support documents and material should the request for extension, deferral, or special consideration of assessment be sought.

5.6. Students have the right to:

- a) Fair, consistent, equitable and transparent assessment guidelines and practices.
- b) Reasonable support and learning systems to, wherever possible, eliminate or reduce potential barriers to success, particularity in areas of disability. Refer to the Disability Policy and Disability Support Procedures for further information.

## 6. Principles for Special Consideration

6.1. The only ground on which a student may appeal for special consideration is where their examination was adversely affected by exceptional circumstances. Refer to special consideration procedures in the Assessment of Coursework Procedures.

6.2. The following principles apply when considering grounds for special consideration:

- Equity;
- Consistency;
- Fairness;
- Effectiveness; and
- Timeliness.

## PROCEDURES

## **1. Examination**

Examination (exam) procedures will be followed as provided below in an effort to standardise exam requirements and improve upon the transparency, efficiency and effectiveness of the development and delivery of said exams.

### **1.1 Submission of Examination Material**

1.1.1. Examination and timetabling deadlines must be adhered to by all staff, in order to ensure on time preparation and production of end of term examinations and exam timetables.

1.1.2. Standard examination deadlines are as follows:

- Subject Coordinators to provide detailed subject profiles including exam requirements, three weeks prior to commencement of term.
- Proposed exam changes after this point must be requested and processed by week three of term.
- Standard exams are to be finalised and submitted 8 weeks prior to start of the standard examination block.

1.1.3. Supplementary / deferred examination deadlines are as follows:

- Subject coordinators are to submit supplementary/deferred exams 7 weeks prior to the start of standard examination block.
- Results of supplementary/deferred exams will be approved and results changed within three weeks of the end of standard examination period.

1.1.4. Deferred / Supplementary exams must be sat in the next allocated examination block.

### **1.2. Exam Timetable Review**

1.2.1. Staff and students will receive access to both draft and final examination timetables.

1.2.2. A review period of one week is provided to both staff and students in which comments are welcomed. Potential changes to the draft timetable may result following the comment period, as such students are advised not to rely upon the draft timetable.

1.2.3. Students must ensure they are aware of all information pertaining to examination including exam dates, times and locations. Missing a standard exam due to error in reading examination timetables or reliance upon draft timetables is not grounds for appeal or for deferred examination.

### **1.3. Exam Instructions**

1.3.1. Instructions for each exam are clearly printed and attached to the exam paper. These are binding requirements of the examination and must be adhered to by both student and exam invigilators.

1.3.2. Forfeiture of marks will result for those students who fail to follow examination instruction.

1.3.3. Possession of, or use of restricted materials or devices within the examination is strictly prohibited. Those students found in breach of this policy will find themselves incurring immediate confiscation of said items as well as under report for suspicion of academic misconduct.

### **Staff Only – Examination Instruction Procedure**

1.3.4. Subject coordinators should ensure that information pertaining to examination requirements is unambiguous, clear and consistent with information provided within the subject profile as well as that which may have been provided throughout the term.

1.3.5. Relevant specifications may include but are not limited to:

- Indication of open or closed book assessment
- Use of permissible or restricted materials including calculators or dictionaries.

1.3.6. College administration will arrange publication and distribution of exam materials.

#### **1.4. Exam Materials – Open / Closed Book Exams**

1.4.1. Subject Coordinator in conjunction with relevant course subcommittees will decide on the appropriateness of an end of year examination and any applicable restrictions.

1.4.2. Clear specification of Open / Closed book examination must be stated within the course profile, in addition to a list of permissible or restricted materials or devices.

- Open book examination – allows any printed material, except English dictionaries, to be allowed into the examination room, including annotated textbooks and lecture materials. Digital material i.e. eBooks are not permissible.
- Closed book examination – no materials are allowed in the examination room.

#### **1.5. Exam Materials – Rough Paper**

1.5.1. Students are provided with one sheet of blank paper as part of the examination paper. More maybe distributed on request.

1.5.2. Rough paper is not to leave the examination room and will be collected by the exam invigilator.

1.5.3. Annotations made on rough paper are not assessable and content will not be considered as contribution toward demonstration of knowledge or grade allocation.

#### **1.6. Exam Materials – Dictionaries**

1.6.1. All students who require assistance in English translation are allowed to use one hardcopy, un-annotated concise direct-translation bilingual dictionary in exams.

1.6.2. The following dictionaries are not permissible in examination settings:

- Standard English dictionaries or thesauruses.
- Translational dictionaries with extensive interpretation or explanation
- Annotated or photocopied dictionaries
- Electronic dictionaries

1.6.3. Extra time is not allocated for those students who require the use of a dictionary.

#### **1.7. Exam Materials – Calculators and Other Electronic Devices**

1.7.1. Calculators are not permissible into examination rooms unless specified in the course outline and examination requirements.

1.7.2. Calculators must be: hand-held and non-communicable. Devices such as mobile phones, iPads, tablets or other equivalents, which maybe capable of circumventing examination process are not permissible.

1.7.3. Invigilators upon request have the ability to check all personal calculators for inspection.

#### **1.8. Exam Time**

1.8.1. Exam times set by timetabling represent the time the students are able to enter the examination room.

- 1.8.2. 15 minutes will be provided from opening time to allow of settling of students into the examination room.
- 1.8.3. An additional 15 minutes of perusal time will be allocated after the settling in period has ended.
- 1.8.4. Exam conduct is required from the onset of entry into the examination room.
- 1.8.5. The period of time allocated to the completion of the exam, as outlined within the course profile and examination instruction, will commence with the beginning the of exam start time.

## **1.9. Exam Attendance**

- 1.9.1. Upon entry into an examination room, a student will be deemed and recoded as having attended the exam.
- 1.9.2. Should a student fall ill whilst performing the examination or not feel well enough to attend the examination, they should apply for a deferred exam based on allied health or medical grounds, referring to the College's policy on Illness during or prior an exam.

## **1.10. Entry and Exit of Examination – Restrictions**

- 1.10.1. Students are advised to arrive to timetabled exams 30 minutes prior to examination time.
- 1.10.2. Entry will be permitted into the exam up to 30 minutes after the start of exam time. Students will be required to report to invigilator who will record details regarding the reason for late entry within an incident report.
- 1.10.3. Any student arriving after the 30-minute cut off will not be permitted entry. The invigilator will record details surrounding disallowed entrance, including student details and reason for tardiness.
- 1.10.4. Late arrival to an exam due to student error or factors within their control, which then resulted in a disallowed entry, is not grounds for deferred examination. See full details under Deferred examination procedures.
- 1.10.5. Students will not be permitted to leave the exam room until after 60 minutes has lapsed in exam time; except in cases of illness.
- 1.10.6. Should a student be required to leave an exam due to illness they are required to report the incident to the invigilator who will then record details in an incident report; refer to illness during or prior to examination.

## **1.11. Examination Conduct – Student Instruction Prior to Entry of Exam Room**

- 1.11.1. The following instructions must be delivered and implemented by all students prior to admission of examination room:
  - i. All materials not permitted within the examination room must be surrendered and left in a designated area, these items include; backpacks, phones, study notes and other personal belongings.
  - ii. Prior to admission all mobile phones must be turned off and stored with other personal belongings.
  - iii. Students are not permitted to communicate with other students once in the examination room and all students must remain silent.
  - iv. Students must check all examination details including course title, examination name to ensure they are given the correct examination for their course of study.
  - v. It is the responsibility of students to be familiar with examination requirements and procedures to avoid implications or accusation of academic misconduct.

## **1.12. Examination Conduct – Perusal Time**

- 1.12.1. Fifteen (15) minutes of reading or perusal time will begin 15 minutes prior to the official examination start time.
- 1.12.2. Perusal of the examination paper must not begin until indicated by examiner or invigilator.
- 1.12.3. During reading time, students will be permitted to fill out student details on the examination booklet but are not permitted to note or mark within the examination booklet or exam paper.
- 1.12.4. If the exam is designated an open book exam, students may read authorised textbooks or notes during this time.
- 1.12.5. The use of notation on rough paper is permitted during this time.

## **1.13. Examination Conduct – Instruction to Begin Exam**

- 1.13.1.1. Upon completion of Perusal time, students will be instructed to note the allowed time for examination as well as the current time; using the clock available in the exam room.
- 1.13.1.2. Students will be reminded they are not permitted to leave the exam room within the first 60 minutes of the exam.
- 1.13.1.3. The examiner or invigilator will issue a fifteen (15) minute warning of the end of the exam.
- 1.13.1.4. Students will be directed to begin writing.

## **1.14. Student Examination Conduct**

- 1.14.1. Students must follow the instructions of the examiner or invigilator throughout the entire examination.
- 1.14.2. Should a student need assistance or seek permission to leave the room they must raise their hand to gain the attention of the invigilator.
- 1.14.3. Only materials listed as permissible will be allowed within the examination room.
- 1.14.4. Students will be permitted to bring in plain, clear and unmarked water container.
- 1.14.5. Students must not:
  - i. Perform any activity that maybe, or seen to be in breach of academic conduct, these activities include but are not limited to, talking, looking at other students or their written material, pass notes or perform any other form of communication to other students;
  - ii. Eat or smoke;
  - iii. Wear headware unless it has cultural or religion relevance;
  - iv. Possess a mobile phone or any other electronic device which maybe capable of circumventing the examination process.

## **1.15. Examination Conduct – Instruction to Cease Exam**

- 1.15.1. The examiner or invigilator will issue warning of end of exam when there is fifteen (15) minute remaining in the official examination time allocation.

- 1.15.2. At the end of the exam students will be required to:
- i. Stop writing and place all writing instruments on the desk (ensuring all writing has ceased);
  - ii. Gather all exam material to be handed back to invigilator including exam booklets, answer sheets and rough paper;
  - iii. Check their names and student ID are correctly marked on all material;
  - iv. Remain seated until all examination material has been collected;
  - v. Leave the room silently ensuring they collect their personal belongings as they leave.

### **1.16. Illness During or Prior to Examination**

- 1.16.1. Any illness prior to examination, which may affect the student's ability to perform in the examination, must be reported, if possible, to the course coordinator.
- 1.16.2. Sudden onset of severe medical illness during an examination must be brought to the examiner or invigilators attention. Should the student not be able to continue due to their condition the invigilator will make note of this within an incident report as well as within the student's examination papers. The student will be marked as attending the exam and may then be considered for application for deferred examination. Any student who does not notify the invigilator prior to leaving the exam room will not be eligible for a deferred assessment or special consideration.
- 1.16.3. Deferred assessment will be considered for those students on the basis of severity of the medical conditions and documentation provided by the exam invigilator as the time of examination. The responsibility of appointing a successful deferred assessment lies with the Academic Dean. In certain circumstances the dean may ask the student to provide further documentation to support the application for special consideration or deferred examination.

### **1.17. Deferred Examination – Admissible Grounds**

- 1.17.1. Deferred examination application maybe considered for those students who are/were unable to attend examination in the standard exam period due to exceptional circumstances such as:
- i. Medical or allied health reasons; and/or
  - ii. Exceptional circumstances beyond the students control and outside the range of normal risk including; misadventure or compassionate grounds.

Student cannot apply for deferred examination if they have entered an exam room unless they become seriously ill during the examination and are not able to complete the exam. See [Illness During or Prior to Examination](#).

#### **1.17.2. Medical or Allied Health Reasons**

- 1.17.2.1. Deferred assessment or examination applications based on medical or allied health grounds, including disability require the following documentation:
- a) A completed Application for Deferred Examination - Medical Form;
  - b) A medical or allied health provider certificate including the below criteria:
    - i. The document is provided and signed by a registered chiropractor, medical, dental, psychological or allied health practitioner.
    - ii. Contains the registered practitioner's provider number or professional association equivalent.

- iii. States the date of student consult including the nature, severity and duration of ailment.
- iv. Confirms whether the student was or was not affected by the condition on the day of the examination.
- v. Provides a medical or allied health opinion of the effect of the complaint on the student's ability to undertake the exam. The statement should contain sufficient evidence to enable the reviewer the ability to arrive upon a determination of the application status.
- vi. Is dated on or prior to the date of the scheduled examination. In exceptional medical cases, a retrospective certificate may be accepted.

1.17.2.2. The submission of all required documentation does not in itself guarantee the application's success. All cases are considered and reviewed taking into account all documented evidence and individual circumstances surrounding the application.

### 1.17.3. **Compassionate Grounds or Misadventure**

1.17.3.1. Deferred assessment or examination based on compassionate, misadventure or exceptional circumstances beyond normal risk require the following documentation:

- a) A completed Application for Deferred Examination – Other Reasons form.
- b) Supporting documentation and evidence outlining the nature of the extenuating circumstances which prevent/prevented the student from participating in the examination or assessment procedure.
- c) A signed and dated Statutory Declaration to support the provided evidence and application.

1.17.3.2. Deferred examination will not be granted should it be determined that earlier identification of conflict would have resulted in the enablement of the student to attend the examination.

1.17.3.3. In exceptional circumstances of work commitment, where the employer can provided written confirmation and explanation of the nature of the work commitment and the student's inability to attend a scheduled exam, deferred examination applications maybe considered.

### 1.17.4. **Normal Risk – non admissible grounds for deferred examination**

1.17.4.1. The following risk/situations are regarded as within normal risk and will preclude a student from applying for deferred assessment. Examples include but are not limited to:

- Inability to cope with student pressures, study or family life;
- Demands of employment, sport or clubs (including College affiliates), social activities or religious commitments;
- Tension between spouse, parents or other close relations;
- Need for financial assistance;
- Holidays, weddings, birthdays and similar family or social gathering.

## 1.18. **Deferred Exams – Application Timelines**

1.18.1. All applications for deferred assessment or examination including supporting documentation must be made to College Administration within five (5) working days after the date of scheduled exam.

- 1.18.2. The Academic Dean will review and consider all applications.
- 1.18.3. Applications received after the five (5) day deadline maybe considered in exceptional circumstances.
- 1.18.4. Responsibility of on time application and provision of sufficient documentation is the responsibility of the student.
- 1.18.5. In cases of severe onset of illness during an examination, the affected student will not be required to submit an application, as their case will be considered as a response to the invigilators documentation and submission of incident report.

### **1.19. Deferred Exams – Application Results**

- 1.19.1. The responsibility of considering and deciding upon the result of deferred assessment/examination applications lies with the Academic Dean.
- 1.19.2. All decisions are unconditional and final and are not subject to student appeal.
- 1.19.3. When considering all applications, the Academic Dean will determine the existence of exceptional circumstances based upon all evidence provided to them including; written applications from either student or invigilator, supporting documentation and relevant circumstances of the application.
- 1.19.4. Relevant circumstances surrounding the application may include but are not limited to:
  - Satisfactory completion of all other assessment tasks undertaken by the student;
  - Recurrent history of similar application;
  - Student ability to obtain a passing grade if the application were successful.
- 1.19.5. Applications that are considered as normal risk will not be granted.
- 1.19.6. Should an application be denied based on lack of supporting documentation, the student will be permitted an additional ten (10) working days to provided said evidence.
- 1.19.7. Results of all deferred assessment / examination applications will be decided upon within ten (10) working days after the certification of standard exams. These results will be recorded and notification of application result will be provided in writing to the student.

### **1.20. Deferred Exam and Supplementary Assessment**

- 1.20.1. Successful deferred examination/assessment applicants will be provided with one opportunity to complete the deferred exam or supplementary assessment.
- 1.20.2. In exceptional cases, the Academic Dean may approve the submission of further assessment should a student not be capable of attending the designated deferred examination / assessment. Should further assessment be granted the assessment piece must meet the original assessment requirements and learning outcomes.
- 1.20.3. Grades and Results Procedures will apply to all deferred examinations as they do with standard examinations.
- 1.20.4. Interim grades will be provided to those students who are awaiting confirmation of grades due to deferred examination or supplementary assessment. After further assessment is complete certified grades will be released.

## **1.21. Viewing of Examination Scripts and Answer Sheets**

- 1.21.1. Examination scripts refer to all written responses provided by the students during the examination procedure; excluding written materials provided on rough paper. The examination scripts make up the assessable material that contribute toward the attainment of student grade or mark allocation.
- 1.21.2. Students have the right to have access and view their exam scripts; however written requests and the timelines must be adhered to as outlined in the Review of Grades Procedures.
- 1.21.3. Examination results will be provided to students. Viewing of exam scripts is not necessary in order to obtain these marks.
- 1.21.4. Following written request for viewing, the student will be provided either: (1) the original or (2) a legible copy of the exam script. When viewing the script the student is not permitted to have in attendance any person other than a College staff member.
- 1.21.5. All exam script viewing is performed under direct supervision.
- 1.21.6. Students are not permitted to write on or deface the original script but may take additional notes on separate rough paper.

### **Appeals - Exam Results and Exam Scripts**

- 1.21.7. All appeals relating to the outcome of exams or course mark must follow Review of Grades Procedures.

### **Exam Script Storage**

- 1.21.8. College Administration will maintain a secure record of all hardcopy examination scripts for a minimum period of nine (9) months after examination results are released. In the case where grades or examinations are/have undergone appeal or reassessment these scripts will be held for a minimum period of 5 years. Any copies that maybe produced as a result of student request for viewing or for reassessment purposes will be destroyed and only the originals maintained and stored.

## **1.22. Availability of Previous Exams**

- 1.22.1. Previous examination papers maybe released as study material if submitted and approved by subject coordinator, Academic Dean and College President.
- 1.22.2. Release of previous examination papers must follow strict protocols surrounding third party Copyright Policy.
- 1.22.3. Exams that are approved for release and publication will be held within the College library and through secure College webpage portals.
- 1.22.4. Should any copyright conflict arise, the past exam paper will be pulled from publishing and removed from both library and digital sources.

## **2. Students with a Disability – Assessment Arrangements**

- 2.1. Students who at the time of enrolment identify themselves with a disability will be contacted by Student Services who will assess and discuss the level of disability, needs relating to the disability and adjustments that can and will be made to support the learning and teaching environment to ensure optimisation of the learning opportunities.
- 2.2. The College will make all reasonable adjustments to both the learning and physical environments to support the learning opportunities of the student and will follow all policy and procedure as outlined College's Disability Policy and Disability Support Procedures.

### **3. Assessment Extensions**

#### **3.1. Grounds for Request**

- 3.1.1. The following constitute acceptable ground for a request of extension on assessment tasks other than formal examination or assessment:
  - i. Medical grounds;
  - ii. Personal/family situation;
  - iii. Work-related;
  - iv. Other unavoidable or unforeseen circumstance.
- 3.1.2. All extension requests must be submitted in writing and must provide detail on the nature of the request along with any supporting documentation.
- 3.1.3. Extensions may be sought for a maximum of fourteen (14) consecutive days. Individual course coordinators generally grant approval. In exceptional circumstances extension maybe considered beyond 14 days, in consultation and with the final approval from the Academic Dean.
- 3.1.4. In cases where extension is sought due to medical or allied health reasons, supporting documentation must include a signed certificate from a registered medical or allied health provider.

#### **3.2. Extension Timelines and Late Penalties**

- 3.2.1. All extension requests must be written and submitted to the appropriate course coordinator on or prior to the assessment submission deadline. Requests must be accompanied by supporting documentation in order to avoid late submission penalty. To ensure receipt of submitted request, students are required to follow up all written submission with a phone call to the relevant authorising authority.
- 3.2.2. Submission of request does not guarantee approval of extension. As such students are advised to submit assessment as soon as possible after the due date. To ensure extension, submission of request is advised as early as possible prior to submission deadline.
- 3.2.3. Submission after submission deadline; without application for extension will result in the application of appropriate late submission penalty.
- 3.2.4. Those assessment tasks where the availability of an extension or application of a late submission penalty is not appropriate; late or non-submission will result in a graded mark of zero (0). These assessment specifications will be clearly outlined within the assessment requirements of the course profile.

#### **3.3. Extension Request - Application Results**

- 3.3.1. The final responsibility in determining and implementation of both assessment extension requests and application of late penalty resides with the Academic Dean. This responsibility maybe delegated to other members of Academic staff i.e. course coordinator, for both decision and administration of result.
- 3.3.2. Extension requests will be assess by the Academic Dean or appointed Academic Staff member, based in the following criteria:
  - Extension request was received in writing along with supporting documentation, sufficient enough to arrive upon a decision;
  - If received after assessment submission deadline; reasons for extenuating circumstances are provided;

- Any other relevant circumstances.

3.3.3. If an extension request is denied, the student will have one chance at decision appeal, should they feel the decision was flawed or unfair. In such cases a more senior decision-maker will review the provided documents and circumstances and provide the final, unconditional decision. Student basis for appeal in these circumstances must have sufficient ground and reason for appeal; simple indication of unfair result is not grounds for appeal.

#### **3.4. Review of Grade**

Students have the right to review of grades as outlined in the College's [Review of Grades Procedures](#).

#### **3.5. Appeals**

Students have the right to appeal against the outcome of academic decisions as outlined in the College's [Academic Appeals Policy and Procedures](#).

### **RECORDS**

The Colleges Administration and Recording keeping systems maintain all academic assessments, records and results relevant to the Assessment of Coursework Procedures

### **REVIEW**

The policy is to be reviewed by 8 November 2019.

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Approved by: Academic Board

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