



ASSESSMENT of COURSEWORK Policy and Procedures

DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

Allied Health: is a term used to describe the broad range of health professionals who are not part of medical, nursing or dental professions, and who are recognised (by the Australian government, higher education authorities and professional accreditation and registration organisations) as having specialist expertise to deliver patient care.

Allied health professionals aim to prevent, diagnose and treat a range of conditions and illnesses and may work autonomously or within a multidisciplinary health team to provide the best patient outcomes.

Invigilator: Exam invigilator(s): Academic or other contracted staff who supervise examinations and in so doing ensure that students abide by the rules applicable to that examination and are available to answer any procedural query that a student may have.

Semester: Either of the two periods of study into which an academic year is divided, constituting half of the regular academic year

Special Assessment: is an alternative assessment that is designed to include the same learning objectives as the original assessment, and involves tasks that are based on the same criteria and standards as the original assessment, and will be marked/graded according to those criteria and standards.

Subject: A scientific or professional discipline or body of knowledge which forms an essential part of the degree program curriculum. Subjects at the ACC comprise one or more units of study.

Unit Coordinator: The academic staff member who is responsible for the design, delivery and assessment of a scientific or professional discipline or body of knowledge which forms an essential part of the degree program curriculum.

Term: A portion of a Semester, usually 50%, or 8 weeks in which a course unit is delivered at the ACC.

Unit (or Unit of Study): An element of a subject (as defined above), that has specified student learning outcomes and requires satisfactory performance in assessments that measure student performance regarding learning outcomes.

PURPOSE

This policy and associated procedures have been developed to reflect the ACC's commitment to the ensuring the quality and appropriate alignment of assessment of students' learning across all units within the Bachelor of Chiropractic course. The focus is on ensuring authentic assessment of program and unit learning outcomes and graduate attributes and ensuring that assessment is effective, efficient and student-centred in its design, implementation and review.

The **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.

SCOPE

This policy and procedures apply to staff and other employees, who are responsible for the development, administration and continuous improvement of assessment and examination of student learning across all units integral to the Bachelor of Chiropractic and any other ACC award programs.

The policy and procedures also apply to students enrolled in the College's Bachelor of Chiropractic and any other award programs, who are responsible for familiarising themselves with the details of the policy and procedures (including relevant guidelines) to ensure optimisation of their educational opportunities and learning outcomes.

POLICY

The ACC will ensure that:

1. Scope and Purpose of Assessment

- 1.1. Unit learning outcomes are clearly stated in each unit 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 considered good practice nor is the notion of having individual assessments for each learning outcome. This is considered ineffective and inefficient.
- 1.3. The principles of authentic assessment are observed. This involves the assessment of one or more aligned learning outcomes per task. Learning outcomes are not to be repeatedly assessed via different assessment tasks.
- 1.4. Each unit profile will 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 unit credit and appropriate to the AQF level of course study.

2. Assessment Timetable

- 2.1. Assessment timetables are appropriately constructed to ensure a distribution of assessments that take into account the full range of academic demands on the student at any one point in time.
- 2.2. Special consideration and arrangements are made to ensure optimisation of academic success for those students with a disability or special needs. Refer to Student Support Policy and Procedures.

- 2.3. Ongoing constructive feedback is provided through the implementation of formative assessment tasks, thereby providing students with the opportunity to receive academic support and advice prior to summative assessment.
- 2.4. Students are provided with adequate time to submit an assessment which may be subject to the possibility of equipment failure, or lack of availability of, or limited access to, references or learning materials.

3. Assessment Tasks

- 3.1. A variety of assessment tasks (written paper, practical test) are designed, taking into consideration the following:
 - Demonstrable alignment against one or more learning outcomes;
 - Valid and reliable means of assessment of student achievement and their attainment of the desired learning outcome(s);
 - Balancing the length and complexity of each assessment against the full load of academic demands on a student's time.
- 3.2. The opportunity to practise or experience each type of assessment prior to summative assessment is provided, within reason.
- 3.3. Each unit of study must have no more than 4 items of assessment, and may have up to 4 different types of Assessment. Any exceptions require the approval of the Learning and Teaching Committee.
- 3.4. Each unit of study will incorporate an item of between 15 and 20% of total marks by week 4 to promote student engagement and learning, and to assess student preparedness and areas where support may be needed;
- 3.5. Final assessment items in any unit of study may only account for a maximum of 60% of total marks. Any exceptions require the approval of the Learning and Teaching Committee.
- 3.6. Unit profiles contain clear descriptions of each assessment item, identifying the following:
 - Relationship identified against aligned learning outcome;
 - Assessment criteria against which student performance 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.
- 3.7. Any changes to the nature or scope of the assessment during a given Semester are only possible with the agreement of the students and through the approval of the Academic Dean and endorsement by the Learning and Teaching Committee, prior to formal notification of the change to students. Any proposed changes will allow adequate time for students to prepare, so as not to disadvantage any student.
- 3.8. For units that contain a final examination, only one final examination of no more than 3 hours duration may be scheduled for the unit, with no more than a 60% mark allocation. A mid-semester examination and other tests may be additional to the final examination.

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, using marking rubrics. Mark deductions will be implemented should the student fail to meet these criteria or breach assessment marking criteria, particularly with regard to: Submission dates, Length and Referencing.
- 4.3. Allocated marks toward each assessment task are proportionate to the work and effort expected of the student for successful achievement as detailed in the marking rubric.
- 4.4. Specific passing requirements, including minimum mark and performance requirements, will be clearly outlined within the unit 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 will be reviewed and passed through a moderation process prior to release to the students. Any grades that may be released prior to this process are considered provisional and may be subject to change. Refer to Academic Moderation Policy and Procedure.
- 4.6. Specified Certification of Grade dates will be published prior to the commencement of each academic year and made available to staff and students.
- 4.7. Supporting documentation is provided as evidence toward all academic decisions, in particular those with the potential for adverse implications for student academic progression.
- 4.8. Those students registered for student support have adequate arrangements in place to ensure transparency, fairness and equity. Refer to ‘Student Support Policy and Procedure’ and the ACC ‘Equity (Anti-discrimination) Policy’.

5. Feedback

- 5.1. Timely and constructive feedback is provided on all assessment tasks throughout the semester 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 must be provided to students no less than one week before the submission date of the next assessment item and no later than 10 working days after submission.
- 5.3. Feedback may be provided individually or on a group basis, and may consist of the following:
 - Identification of weaknesses;
 - Identification of strengths;
 - Suggestions on how to make improvements.
- 5.4. Staff will provide a written summary on the overall examination including the performance of the cohort, student feedback, and suggestions as to possible changes for future implementation for increased efficiency and effectiveness. Refer to ‘Academic Moderation Policy and Procedures’.

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 to enable them to improve upon their 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 the academic performance of an individual or group of students is in question and requires clarification.
- 7.2. Special assessment criteria, implementation and delivery will 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 Policy and Procedure* and *Student Academic Appeals Procedure*.

9. Referencing for Undergraduate Programs

- 9.1. Required referencing style(s) will be outlined within the Unit Profile. All efforts should be made to maintain consistency in referencing style across all units within the course.
- 9.2. All material produced and provided by the College for a particular unit will 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 Unit Profile.

PRINCIPLES

Student assessment is used to determine academic progress and individual achievement. Implementation of coursework assessment principles ensures assessments are of high quality, effective and efficient and acceptable to all stakeholders, including students. The following principles provide a framework for staff determining the design, implementation and review of assessments, including examinations.

1. Compliance with Higher Education and Professional Standards

The Australian Chiropractic College is required to satisfy TEQSA and the CCEA that its graduates meet the requisite standards and are competent to practise chiropractic. Accordingly, the ACC aims to meet these standards.

2. Effective Assessment

The ACC ensures effective assessment through assessment that:

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

3. Efficient Assessment

The ACC ensures efficient assessment through:

- 3.1. Assessment tasks that are designed to allow for the minimum number of assessments whilst ensuring sufficient evidence of student progression and learning.
- 3.2. Optimisation of the potential benefit of assessment to a student 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 – Centred Assessment

The ACC ensures student-centred assessment through:

- 4.1. Assessments that are designed to take into account the diversity in student background, academic history and experience, and allow for maximum opportunity to demonstrate achievement of learning outcomes.
- 4.2. Review process to ensure continuous fairness, consistency and transparency in its design, delivery and assessment criteria.
- 4.3. Providing opportunity for student appeal against any of the following:
 - Assessment design;
 - Implementation;
 - Grading criteria or procedures.

5. Responsibilities and Rights

The ACC ensures appropriate allocation of responsibility, as follows:

5.1. Academic Board and its subcommittees are responsible for:

- Implementation and monitoring of this policy across the program to ensure effectiveness and consistency.
- Development of systematic assessment review procedures and practices. Refer to *Annual Course Performance and Unit Enhancement Reports Policy and Procedures*.

5.2. The Academic Dean is responsible for:

- Implementation of this policy across all program units;
- Effective communication of assessment policy, procedures and guidelines to both staff and students through the dissemination of concise information and expectations regarding adherence to systems and processes that enable effectiveness and consistency of implementation of assessments;
- Review of procedures and practices concerning assessment development and implementation. Refer to Annual Course Performance and Unit Enhancement Reports Policy and Procedures.

5.3. Academic Staff are responsible for:

- Familiarising themselves with the principles and related policy and procedures pertaining to assessment as well as clearly understanding their appropriate roles and responsibilities relating to assessment;
- Ensuring that assessment guidelines and practices are implemented in a manner which is fair, consistent, equitable and transparent;
- Monitoring assessment review practices regularly to maintain continuous improvement and effectiveness of assessment material.

5.4. The College is responsible for ensuring:

- A high standard and quality of academic teaching staff, who will be required to demonstrate active engagement in the scholarship of learning and teaching and who will have access to on-going professional development to support innovation and continuous improvement in learning and teaching practices, including assessment;
- 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 they:

- Are familiar with this policy and the College's Student Handbook;
- Follow this policy and corresponding procedures;
- Utilise assessment feedback appropriately to ensure quality learning;
- Provide appropriate constructive feedback to support course review and future development;
- 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:

- Fair, consistent, equitable and transparent assessment guidelines and practices.
- Reasonable support and learning systems to, wherever possible, eliminate or reduce potential barriers to success, particularly 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 has been adversely affected by exceptional circumstances. Special Consideration procedures are outlined in the procedures below.

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 exams.

1.1 Submission of Examination Material

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

Standard examination deadlines are as follows:

- Unit Coordinators will provide to the Academic Dean with detailed Unit Profiles including exam requirements, three weeks prior to commencement of semester.
- Proposed exam changes after this point must be requested and processed by week three of semester.
- Standard exams are to be finalised and submitted 8 weeks prior to start of the standard examination block.

Supplementary / deferred examination deadlines are as follows:

- Unit 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.

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

1.2 Exam Timetable Review

- Staff and students will receive access to both draft and final examination timetables.
- 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.
- Students must ensure they are aware of all information pertaining to examinations including exam dates, times and locations. Missing a standard exam due to an error in reading examination timetables or reliance upon draft timetables is not grounds for appeal or for deferred examination.

1.3 Exam Instructions

- 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.
- Forfeiture of marks will result for those students who fail to follow examination instruction.
- 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. Refer to 'Academic Integrity Policy and Procedures'.

Staff Only – Examination Instruction Procedure

- Unit coordinators will ensure that information pertaining to examination requirements is unambiguous, clear and consistent with information provided within the Unit Profile as well as that which may have been provided throughout the semester.
- Relevant specifications may include but are not limited to:
 - Indication of open or closed book assessment;
 - Use of permissible or restricted materials, including dictionaries, calculators, or other devices.
- College administration will arrange publication and distribution of exam materials.

1.4 Exam Materials – Open / Closed Book Exams

- The Unit Coordinator in conjunction with relevant course subcommittees will decide on the appropriateness of final examination and any applicable restrictions.
- Clear specification of Open / Closed book examination must be stated within the Unit Profile, in addition to a list of permissible or restricted materials or devices.
- Open book examination – any printed material, except English dictionaries, is allowed into the examination room, including annotated textbooks and lecture materials.
- Closed book examination – no materials are allowed in the examination room.

1.5 Exam Materials – Rough Paper

- Students are provided with one sheet of blank paper as part of the examination paper. More may be distributed on request.
- Rough paper is not to leave the examination room and will be collected by the exam invigilator.
- Annotations made on rough paper are not assessable and content will not be considered as contributing to demonstration of knowledge or grade allocation.

1.6 Exam Materials – Dictionaries

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

1.7 Exam Materials – Calculators and Other Electronic Devices

- Calculators are not permissible in examination rooms unless specified in the Unit Profile and examination requirements.
- Calculators must be hand-held and non-communicable. Devices such as mobile phones, iPads, tablets or other equivalents, which may be capable of circumventing examination process are not permissible.
- Invigilators upon request have the ability to check all personal calculators for inspection.

1.8 Exam Time

- Exam times set by timetabling represent the time for students are able to enter the examination room.
- 15 minutes will be provided from opening time to allow of settling of students into the examination room.
- An additional 15 minutes of perusal time will be allocated after the settling in period has ended.

- Exam conduct is required from the onset of entry into the examination room.
- 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 of exam start time.

1.9 Exam Attendance

- Upon entry into an examination room, a student will be deemed and recorded as having attended the exam.
- 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. See 1.16 below.

1.10 Entry and Exit of Examination – Restrictions

- Students are advised to arrive to timetabled exams 30 minutes prior to examination time.
- Entry will be permitted into the exam up to 30 minutes after the start of exam time. Students will be required to report to the invigilator who will record details regarding the reason for late entry in an incident report.
- 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.
- Late arrival to an exam due to student error or factors within their control, which then results in disallowed entry, is not grounds for deferred examination. See full details under '*Deferred examination procedures*'.
- Students will not be permitted to leave the exam room until 60 minutes in exam time have elapsed; except in cases of illness.
- 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

The following instructions will be delivered to, and must be implemented by all students prior to admission of examination room:

- All materials not permitted within the examination room must be surrendered and left in a designated area, including: backpacks, phones, study notes and other personal belongings.
- Prior to admission all mobile phones must be turned off and stored with other personal belongings.
- Students are not permitted to communicate with other students once in the examination room and all students must remain silent.
- Students must check all examination details including unit title and examination name to ensure they are given the correct examination for their course of study.
- 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

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

1.13 Examination Conduct – Instruction to Begin Exam

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

1.14 Student Examination Conduct

- Students must follow the instructions of the examiner or invigilator throughout the entire examination.
- Should a student need assistance or seek permission to leave the room they must raise their hand to gain the attention of the invigilator.
- Only materials listed as permissible will be allowed within the examination room.
- Students will be permitted to bring in a plain, clear and unmarked water container
- Students must not:
 - 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;
 - Eat or smoke;
 - Wear head-wear unless it has cultural or religion relevance;
 - Possess a mobile phone or any other electronic device which may be capable of circumventing the examination process.

1.15 Examination Conduct – Instruction to Cease Exam

- The examiner or invigilator will indicate when there is fifteen (15) minute remaining in the official examination time allocation.
- At the end of the exam students will be required to:
 - Stop writing and place all writing instruments on the desk (ensuring all writing has ceased);
 - Gather all exam material to be handed back to invigilator including exam booklets, answer sheets and rough paper;
 - Check their names and student ID are correctly marked on all material;
 - Remain seated until all examination material has been collected;
 - Leave the room silently ensuring they collect their personal belongings as they leave.

1.16 Illness During or Prior to Examination

- In the case of an illness prior to examination which may affect the student's ability to perform in the examination, the student must complete a Special Consideration form. This form must then be submitted to the Academic Registrar prior to the examination or assessment.
- 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.
- To be considered for a deferred examination a Special Consideration form needs to be completed by the student and submitted to the Registrar, as indicated in section 1.18 below. 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.

1.17 Deferred Examination

Admissible Grounds

- Deferred examination applications may be considered for those students who are/were unable to attend examination in the standard exam period due to exceptional circumstances such as:
 - Illness or serious health problem. As a general rule, the College does not consider minor ailments such as colds and minor respiratory infections as sufficient grounds for being unfit to sit an examination;
 - Serious personal trauma;
 - A cultural or sporting commitment at State, national or international representative level;
 - Jury duty;
 - Defence Forces Reserve commitments;
 - Serious incapacity during the central examination period;
 - Religious or cultural grounds; or
 - Exceptional family, work or personal circumstances which are outside of the control of the student.
- 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
- In exceptional circumstances of work commitment, where the employer can provide written confirmation and explanation of the nature of the work commitment and the student's inability to attend a scheduled exam, deferred examination applications may be considered.

Normal Risk – Non-admissible grounds for deferred examination

- The following risk/situations are regarded as within normal risk and will not normally be admissible grounds for applying for deferred assessment. Examples include but are not limited to:
 - Inability to cope with student pressures, study or family life;
 - Demands of employment other than exceptional circumstances as described under '*Admissible Grounds*' above, sport or other club social activities (including clubs that are College affiliates);
 - Tension between spouse, parents or other close relatives;
 - Need for financial assistance;
 - Weddings, birthdays and similar family or social gathering.
 - Holiday arrangements including international students returning home, regardless of whether travel arrangements have already been made;
 - Misreading an examination timetable
 - Social and leisure events including sporting or cultural commitments not at State, national or international representative level or
 - Medical circumstances where the supporting documentation provided does not indicate an inability to undertake an examination.

1.18 Deferred Exams – Application and Timeline

- All students must complete a Special Consideration form with relevant documentation, including:
 - Supporting documentation and evidence outlining the nature of the extenuating circumstances which prevent/prevented the student from participating in the examination or assessment procedure.
 - A signed and dated Statutory Declaration to support the provided evidence and application.

- All forms need to be submitted to the Academic Registrar within three (3) working days after the date of the scheduled exam.
- The Unit Coordinator and Academic Dean will review and consider all applications.
- Applications received after the three (3) day deadline may be considered in exceptional circumstances.
- Responsibility of on time application and provision of sufficient documentation is the responsibility of the student.
- In cases of severe onset of illness during an examination, the affected student will be required to submit a Special Consideration form to the Academic Registrar. The invigilator will be required to complete an incident report.

1.19 Deferred Exams – Application Results

- The responsibility of considering and deciding upon the result of deferred assessment/examination applications lies with the Academic Dean.
- 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.
- 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.
- Should an application be denied based on lack of supporting documentation, the student will be permitted an additional ten (10) working days to provide relevant evidence.
- 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 the application result will be provided in writing to the student.

1.20 Deferred Exam and Supplementary Assessment

- Successful deferred examination/assessment applicants will be provided with one opportunity to complete the deferred exam or supplementary assessment.
- 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.
- Grades and Results Procedures will apply to all deferred examinations as they do with standard examinations.
- Interim grades will be provided to those students who are awaiting confirmation of grades due to deferred examination and/or supplementary assessment. After further assessment has been completed certified grades will be released.

1.21 Viewing of Examination Scripts and Answer Sheets

- 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 contributes toward the attainment of the student's grade or mark allocation.
- 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 Policy and Procedures*.

- Examination results will be provided to students. Viewing of exam scripts is not necessary in order to obtain these marks.
- 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.
- All exam script viewing is performed under direct supervision.
- Students are not permitted to write on or deface the original script but may take additional notes on separate rough paper.

1.22 Appeals - Exam Results and Exam Scripts

All appeals relating to the outcome of exams or assessment mark must follow the College's *Review of Grades Policy and Procedures*.

1.23 Exam Script Storage

- The College Administration will maintain a secure record of all hardcopy examination scripts for a minimum period of nine (9) months after examination results have been released. In the case where grades or examinations are undergoing or have undergone appeal or reassessment, these scripts will be held for a minimum period of five (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.

1.24 Availability of Previous Exams

- Previous examination papers may be released as study material if submitted and approved by the Academic Dean.
- Release of previous examination papers must follow strict protocols surrounding third party Copyright Policy.
- Exams that are approved for release and publication will be held within the College library and through secure College webpage portals.
- 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 as having 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 as described in the College's *Disability Policy and Procedures*.

2.3 The College will reference and follow all legislation, policies, procedures and recommendations as outlined in:

- The College's *Disability Policy and Procedures*
- The College's *Student Support Policy and Procedures*
- [The Commonwealth Disability Discrimination Act 1992](#)
- [The Commonwealth Disability Standards for Education 2005](#)
- [DESE Disability Standards for Education 2005](#)

- [The Australian Human Rights Commission Act 1986](#)

3 Assessment Extensions

3.1 Grounds for Request

- The following constitute acceptable grounds for a request for an extension for the submission of assessment tasks other than formal examination or assessment:
 - Medical grounds;
 - Personal/family situation;
 - Work-related;
 - Other unavoidable or unforeseen circumstance.
- All extension requests must be submitted in writing and must provide detail of the nature of the request along with any supporting documentation.
- Extensions may be sought for a maximum of fourteen (14) consecutive days. Individual Unit Coordinators generally grant approval. In exceptional circumstances extension may be considered beyond 14 days, in consultation with, and with the final approval from the Academic Dean.
- 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 as per 1.17.2

3.2 Extension Timelines and Late Penalties

- All extension requests must be written and submitted to the appropriate Unit Coordinator on or prior to the assessment submission deadline. Requests must be accompanied by supporting documentation in order to avoid a late submission penalty. To ensure receipt of a submitted request, students are required to follow up all written submissions with a phone call to the relevant authorising authority.
- Submission of a request for an extension does not guarantee approval. Students are therefore advised to submit the assessment in question as soon as possible after the due date. To maximise the chance of a successful request for an extension, submission of the request is advised as early as possible prior to the submission deadline.
- Requests received after the submission deadline will be subject to a late submission penalty.
- For those assessment tasks where the availability of an extension or application for a late submission is not appropriate; the 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 program profile.

3.3 Extension Request - Application Results

- The final responsibility for determining the outcome of an assessment extension request and whether a late penalty will apply resides with the Academic Dean. This responsibility may be delegated to another member of Academic staff i.e. Unit Coordinator, for both decision and administration pertaining to that decision.
- The following factors will be taken into account by the Academic Dean or their delegate:
 - Whether the extension request was received in writing along with sufficient supporting documentation to enable a decision;
 - If received after the assessment submission deadline, whether sufficient information on the extenuating circumstances resulting in the late submission are provided;
 - Any other relevant circumstances.

3.4. Appeals

- Students have the right to appeal against the outcome of academic decisions as outlined in the *College's Student Academic Appeals Policy and Procedures and Review of Grades Policy and Procedures*
- If an extension request is denied, the student will have one opportunity to appeal the decision should they feel the decision was flawed or unfair.

RELATED POLICY DOCUMENTS

- Review of Grades Policy and Procedures
- Student Support Policy and Procedures
- Academic Moderation Policy and Procedure
- Student Academic Appeals Policy and Procedure
- Annual Course Performance and Unit Enhancement Reports Policy and Procedures

IMPLEMENTATION and MONITORING

Staff across all units are responsible for the implementation of these requirements and procedures, including apprising both students and staff during annual induction and orientation programs.

Students are responsible for familiarising themselves with the *Assessment of Coursework Policy and Procedures* and for following the assessment procedures and guidelines to ensure optimisation of their educational opportunities.

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

VERSION CONTROL

Document: T003 Assessment of Coursework Policy and Procedures		
Responsible Officer: Academic Dean		
Initially Approved by: Academic Board		Date: 15 January 2018
Reviewed and approved by: Academic Board		Date: 16 March 2021
Version: V3.0	Replaces Version(s): V2.0	Next Review: March 2024
Nature of Change	February 2020 <ul style="list-style-type: none">• Minor spelling, other text and formatting edits• Addition of definitions• A specific limit on the number of assessments in a unit and a limit on the total weighting of any one assessment (inserted in 3. Assessment Tasks, clauses 3.3, 3.4 and 3.5)	