Australian Chiropractic College

ASSESSMENT of COURSEWORK

Procedure

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:

Assessment: Includes examinations, essays, tutorial assignments, reports, practicums and any other means by which the College assesses whether a student has achieved the learning outcomes associated with a unit of study.

Graded assessment items require attainment of 50% or greater to pass. Certain practical assessments in units with significant mapping against CCEA competencies, will have a hurdle requirement and all assessment tasks/performances must be successfully passed despite the overall mark. When this is applicable, this is clearly stated in the unit profile and the examination and assessment document.

Award Program: A program of study leading to a qualification accredited by TEQSA and, in many instances, also a relevant professional body. Award programs lead to a qualification located at levels 5, 6, 7, 8, 9 or 10 of the Australian Qualifications Framework.

Consensus Moderation: Is broadly defined as a peer review process used to reach a general agreement about what quality assessment and its outcomes "looks like"; it ensures that the judgments of students' performance are consistent and have the same "meaning" irrespective of time, place, institution or examiner.

Exam Invigilator: Academic or other member of ACC 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.

Hurdle Assessment: An assessment task the student must pass to pass the unit. If a student fails a hurdle, they fail the unit regardless of the total mark they receive.

Hurdle requirement: A hurdle requirement is an assessment task mandating a minimum level of performance as a condition of passing the unit of study. Hurdle assessments are compulsory requirements within individual units that must be met in order to achieve satisfactory results in those units.

Marking Rubric: In the higher education context, a rubric is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives or learning standards or to measure their attainment against a consistent set of criteria. Marking Rubrics clearly define academic expectations for students (in. terms of learning outcomes – i.e. knowledge, skills and understanding) and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course. In this way they ensure adherence to standards in terms of definite levels of achievement and/or performance. They are also used as scoring instruments to determine grades, which reflect the degree to which learning standards have been demonstrated or attained by students.

Reliability of assessment tasks: Assessment tasks are designed to be implemented consistently. This means even if the task itself addresses the learning outcomes (i.e. it is valid), if it is too complex in its nature

and/or has its scope beyond what is expected to address the learning outcomes, the task may become unreliable as a means of assessment.

Reliability of marking/grading: Assessment tasks are marked consistently, correctly and fairly across different submissions/examinations being assessed by the single marker, as well as across different markers, cohorts and locations. Many assessment tasks require the markers to apply their expert discretion to generate a mark/grade and an effort needs to be made to make sure this subjective variation is eliminated as much as possible.

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

Special Assessment: 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.

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

Stream Coordinator: The academic staff member who is responsible for the overall management of a stream of the program curriculum. This includes scaffolding of the units within the Stream.

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

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

Validity of assessment tasks: Assessment tasks are designed to assess what they are supposed to assess, which are the learning outcomes of the tasks, unit and course. This means even if students find a particular assessment task engaging and performed well, if the task does not address the learning outcomes, it is not valid in the given context.

Validity of marking/grading: Assessment tasks are marked in response to what the assessment tasks are supposed to assess. This means even if the criterion-based marking is conducted by a single trained assessor/marker using a rubric to maintain the consistency of the marking, if the marking was undertaken against the criteria inconsistent with the learning outcomes, the marking is said to be invalid as assessment. This inconsistency includes the disproportionate allocation of marks for only specific aspects of the learning outcomes.

PURPOSE

These Procedures have been developed to clarify the requirements in relation to assessment moderation and examinations.

SCOPE

These Procedures apply to all ACC staff and students.

MODERATION PROCEDURES

Moderation of Assessment Tasks

Pre-assessment Moderation

Prior to the commencement of teaching each Semester, Stream Coordinators will determine and review assessment items for the unit(s) for which they are responsible and present these items, including marking rubrics and/or schedules, to the Academic Dean for approval.

The Academic Dean will be responsible for review and approval of all assessment tasks in relation to their alignment with program and subject learning outcomes and Graduate Attributes and will provide a report on unit assessment profiles together with recommendations to the Program Development Committee for endorsement and for subsequent approval by the Academic Board.

A clear and concise description of criteria relevant to each assessment task will be provided within each subject profile.

Post-assessment Moderation

To further ensure the suitability and quality of the assessment tasks and process of assessment and marking/grading, the Academic Dean will present a further report with recommendations to the Program Development Committee and Academic Board on the post-assessment moderation process and its outcomes as indicated in Section 2 below.

The Education and Grading Committee Academic Board will in turn report its assessment of the quality of the moderation and provide recommendations as to where continuous improvement is required to the Program Development Committee and Academic Board.

Moderation of Results/Grades - Course Work Assessment (other than exams)

Where multiple assessors are used for submitted course work, a selection of at least five (5) examples of students' work (encompassing work graded as fail, pass, credit, distinction, and high distinction) will be provided by each assessor for internal moderation by the relevant Stream Coordinator.

The Stream Coordinator will undertake moderation of the initial grades and provide feedback to individual assessors, advising them directly of any marking adjustments required.

Where the Stream Coordinator is also the assessor of the course work, the Academic Dean will nominate an alternate moderator.

Assessors will acknowledge receipt of feedback and action all requirements as appropriate.

Moderation of Results/Grades - Examinations:

Where multiple assessors are used for marking an examination, a selection of at least five (5) examples of students' examination papers, (encompassing work graded as fail, pass, credit, distinction, and high distinction) will be provided by each assessor for internal moderation by the relevant Stream Coordinator.

The Stream Coordinators will undertake moderation of the initial grades and provide feedback to individual assessors, advising them directly of any marking adjustments required.

Where the Stream Coordinator is also the assessor of the examination, the Academic Dean will nominate an alternate moderator.

Assessors will acknowledge receipt of feedback and action all requirements as appropriate.

In examinations where multiple assessors are required to assess the overall performance of student ability and provide judgment on overall achievement, Consensus Moderation will take place. This will involve one or more moderation meetings or discussions between assessors, sharing judgments on examples of student performance in order to reach agreement about the marks/grades awarded to the student. The process will also serve to facilitate grade resolution where there maybe disagreement between assessors as to the appropriate mark/grade awarded across the student cohort or to an individual student.

The Stream Coordinator will receive a list of all assessment marks from each assessor on completion of marking so that a full post-assessment review of all assessment tasks, grades and overall calculation of grades can be ratified, prior to the publication of grades, which will be in accordance with a schedule communicated to students at the commencement of each Semester.

Responsibilities of Assessors and Stream Coordinators and the Academic Dean

It is the responsibility of each Assessor to ensure that they:

- meet timeframes for marking and submission of grades;
- are appropriately acquainted with assessment tasks and marking criteria prior to assessment;
- the assessment tasks reflect the assessment criteria description in the unit profile and the examination and assessment document;
- conduct course work and/or examination assessment in a fair and unbiased manner;
- provide the Stream Coordinator with relevant samples of marked assessments for internal moderation;
- acknowledge feedback and take appropriate action regarding any requests for adjustment of their marking of assessment items;
- provide the Stream Coordinator with a full list of assessed marks for each student for each assessment item;
- ensure all marks/grades are withheld from students until moderation has been completed at the end of each Semester and the marks/grades have been ratified by the Education and Grading Committee; and
- ensure all students receive timely and constructive feedback regarding their performance on all assessment items.

It is the responsibility of the Stream Coordinator to ensure:

- all assessment tasks reflect the assessment criteria and description in the unit profile and the examination and assessment document;
- identify in Unit Profile and Examination and Assessment documents those assessments that are hurdle assessments.
- identify in the Unit Profile and Examination and Assessment documents those practical assessments that require a pass in all stations/assessment tasks conducted in the assessment. This is relevant to Technique and Skills practical assessments and the Chiropractic Practice end of semester competency assessments.
- the production and timely submission of assessment task descriptions and marking rubric/schedules to the Academic Dean, for publication and release to both students and academic assessors by the conclusion of week 1 of semester commencement.

- Continual and effective communication with all Assessors throughout the Semester and during the moderation process to ensure the consistency and continuity of grades across each assessment item; and
- Following the Education and Grading Committee's grade and results moderation process, only one ratified grade is released to students.

It is the responsibility of the Academic Dean to ensure:

- adherence to the *Assessment of Coursework Policy* and these Procedures by relevant Stream Coordinators, Assessors, any other relevant ACC Academic staff, External Reviewers as appropriate, and students; and
- presentation of comprehensive Assessment Moderation Reports at the conclusion of each Semester, on all units offered during the preceding Semester, to the Academic Board approval and, where relevant, Program Development Committee.

External Moderation

External moderators for program accreditation will be appointed by the Academic Board in accordance with procedures established by the Board in relation to program development and review.

External moderators will provide a written report to the Academic Board in a format recommended by the Academic Board on:

- the quality and effectiveness of assessment tasks;
- the quality of cohort performance in terms of knowledge and skills development as detailed in unit and program learning outcomes;
- the extent to which benchmarking standards are being met; and
- recommendations for change/continuous improvement.

External moderators for regularly scheduled unit moderation will be appointed by the Academic Dean.

External moderators will provide a written report to the Academic Board in a format recommended by the Academic Board on:

- The quality and effectiveness of assessment tasks;
- The quality of cohort performance in terms of knowledge and skills development as detailed in unit and program learning outcomes;
- The extent to which benchmarking standards are being met; and
- Recommendations for change/continuous improvement.

Closing the Quality Assurance Loop for Assessment

The Academic Board together with the Academic Dean are ultimately responsible for ensuring that the Quality Assurance loop is closed regarding all matters pertaining to:

- The constructive alignment of assessment tasks with ACC program and unit learning objectives and outcomes, and the specific criteria, standards and marking/grading processes which have been applied.

- Benchmarking to ensure the relevance and quality of ACC assessment moderation in relation to assessment moderation in comparable Higher Education Institutions, with comparable programs.

The Academic Board, Academic Dean and Stream Coordinators will take all necessary steps to ensure effective communications that facilitate continuous improvement, in line with recommendations which emanate from the assessment moderation implementation, monitoring and review.

ASSESSMENT LOAD AND SCHEDULING PROCEDURES

These procedures give effect to the Assessment of Coursework Policy's requirements for Hurdle Assessment Point stacking, cross-unit assessment scheduling and Clinical/WIL Unit checkpoint publication, and operate alongside the moderation procedures set out above.

Hurdle requirement stacking

Where a Unit contains more than one Hurdle Requirement, the Stream Coordinator will identify the cumulative Hurdle Assessment Points for that Unit as part of the unit assessment profile submitted for approval under Pre-assessment Moderation above, and will confirm to the Academic Dean that the number of Hurdle Assessment Points is the minimum necessary to demonstrate competency and does not create an unreasonable concentration of pass/fail risk for students within a single Semester.

Cross-unit assessment scheduling (Program Assessment Matrix)

The Academic Dean will maintain a Program Assessment Matrix mapping, by teaching week, the Assessment Points of all Units within each cohort in a Semester.
Prior to the commencement of teaching each Semester, and as part of the Pre-assessment Moderation process described above, the Academic Dean will review the Program Assessment Matrix to identify any Semester in which three or more Assessment Points fall within a single teaching week for the same cohort. Where such clustering is identified, the Academic Dean will work with the relevant Stream Coordinators to reschedule, stagger or otherwise de-stack the affected Assessment Points prior to the unit profiles being finalised, and will record any exceptions, together with reasons, in the Program Assessment Matrix.

Clinical and Work-Integrated Learning (WIL) Units

For Clinical/WIL Units, the Stream Coordinator will publish the assessment checkpoints against which competency is assessed in the Unit Profile and map these checkpoints in the Program Assessment Matrix. Where a student does not meet a checkpoint, the Stream Coordinator will document the de-stacking, remediation or appeal arrangements that apply, consistent with the Review of Grade and Appeals and Special Assessment provisions of the Assessment of Coursework Policy.

EXAMINATION PROCEDURES

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:

- Stream Coordinators will provide to the Academic Dean detailed Unit Profiles inclusive of exam and other assessment requirements, three weeks prior to commencement of semester.
- All written examinations will be conducted in approved settings by the Academic Dean as paper-based examinations and invigilated by ACC staff.

- Requests for online examinations must be requested by the Stream Coordinator and approved by the Academic Dean.
- Standard exams are to be finalised and submitted 5 weeks prior to start of the standard examination block.

Supplementary / deferred examination deadlines are as follows:

- Stream Coordinators are to submit supplementary/deferred exams 4 weeks prior to the start of standard examination block.
- Deferred / Supplementary exams must be sat in the next allocated examination block available on the Academic Calendar.
- Results of supplementary/deferred exams will be approved and subsequent results changed by the Education and Grading Committee within three weeks of the end of the standard examination period in which those exams were sat.

Exam Timetable Review

Staff and students will receive access to both draft and final examination timetables. The final examination timetable will be provided to students a minimum of 4 weeks prior to any examination period.

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, special consideration or for deferred examination.

Exam Instructions

Stream Coordinators will ensure that information pertaining to examination requirements is unambiguous, clear, and consistent with information provided within the Unit Profile and other information which may have been provided throughout the semester.

Relevant exam 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;
- exam time;
- exam attendance; and
- exam conduct.

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

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 instructions.

Possession of, or use of restricted materials or devices within the examination is strictly prohibited. Those students found in breach of this policy will be required to immediately surrender said items and will be

advised that they are under report to the Academic Dean for the alleged breach and whether they are to be investigated for academic misconduct. Refer to the College's *Academic Integrity Policy and Procedures*. Notwithstanding, after surrendering the prohibited items, the students will be permitted to continue with and complete the examination.

Exam Materials – Open / Closed Book Exams

The Stream Coordinator, in conjunction with relevant course subcommittees, will decide on the appropriateness of the final examination and any applicable restrictions.

Clear specification of Open / Closed book examination must be stated within the Unit Profile, Examination and Assessment document 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.

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.

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.

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, laptops, tablets, or other devices, which may be capable of circumventing examination processes are not permissible.

Invigilators may request to inspect all personal calculators.

Exam Time

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

15 minutes will be provided from opening time of the examination room to allow settling of students into the examination room.

An additional 15 minutes of perusal time will be allocated after the settling in period has ended. During this period only, students may ask questions of the Stream Coordinator/invigilator related to the examination. Once the examination commences, students cannot ask questions or seek clarifications of the exam/exam questions.

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 unit profile and examination instruction, will commence with the beginning the of exam start time.

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 Section 16. below.

Entry and Exit of Examination – Restrictions

Students are advised to arrive to timetabled exams 30 minutes prior to the 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 reasons 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 or special consideration.

Students will not be permitted to leave the exam room until 60 minutes of exam time has 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 Section 16. Below.

Students are not permitted to leave the exam room during the last 15 minutes of remaining exam time to reduce disruption to other students during the conclusion of the exam.

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 to the examination room:

- All materials not permitted within the examination room, including backpacks, mobile phones, laptops, study notes and other personal belongings, must be surrendered and left in a designated area.
- All mobile phones must be turned off and stored with other personal belongings.
- 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.

Examination Conduct – Perusal 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.

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.

Student Examination Conduct

Students are not permitted to communicate with other students once in the examination room and all students must remain silent.

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 integrity, these activities include but are not limited to, talking, looking at other students or their written material, passing notes or performing any other form of communication with 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.

Examination Conduct – Instruction to Cease Exam

The examiner or Invigilator will indicate when there is fifteen (15) minutes 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 name and student ID are correctly marked on all material;
- remain seated until all examination material has been collected; and
- leave the room silently, ensuring they collect their personal belongings as they leave.

Illness During or Prior to Examination

In the case of an illness prior to an 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 Stream Coordinator prior to the examination or assessment task.

Sudden onset of severe medical illness during an examination must be brought to the examiner or Invigilator's 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 Stream Coordinator within 3 working days of the scheduled exam date. 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.

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 their associated timelines must be adhered to as prescribed in the *Grades and Results Policy* and *Grades and Results Procedures*.

Examination results will be provided to students. Viewing of exam scripts is not necessary in order to obtain these marks.

Following a written request to view their exam script, the student will be provided either: (1) the original exam script; 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 make their own additional notes on paper or electronically.

Appeals - Exam Results and Exam Scripts

All appeals relating to the outcome of exams or assessment mark must follow the *Grades and Results Policy* and *Grades and Results Procedures*.

Exam Script Storage

In accordance with the *Records Management Policy*, the College Administration will maintain a secure record of all hardcopy examination scripts for the appeal period 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 seven (7) years.

Any copies that maybe produced as a result of a student request for viewing or for reassessment purposes will be destroyed and only the originals maintained and stored.

Availability of Previous Exams

Previous examination papers may be released as study material if approved by the Academic Dean.

Release of previous examination papers must follow strict protocols surrounding third party Copyright requirements.

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 removed from publishing sites and from both library and digital sources.

IMPLEMENTATION AND MONITORING

The Academic Dean is responsible for the implementation of these Procedures.

The ACC Education and Grading Committee, Academic Board and Program Development Committee are each responsible for various elements of quality assurance of Assessment at the ACC. Their respective roles are clearly indicated in the ACC Governance Framework and will be monitored by the Board of Directors for their discharge of governance and management accountabilities.

REVIEW

The ACC's *Assessment of Coursework Procedure* is reviewed every three years.

It is a policy of the ACC that any Policy or Procedure may be reviewed earlier as indicated by internal or external factors (including but not limited to such factors as changes in the guidelines of regulatory authorities, accreditation/registration requirements of the profession, or relevant legislation at state or federal level) as determined the Board of Directors and/or Academic Board.

RELATED DOCUMENTS

- Assessment of Coursework Policy
- Request for Extension or Deferment of Assessment
- Academic Integrity Policy and associated Procedures
- Grades and Results Policy and associated Procedures
- Records Management Policy.

- Academic Progress Policy and Procedures (A025/A025P)
- Student Academic Appeals Policy and Procedure

VERSION CONTROL

Document: T003P Assessment of Coursework Procedures		
Responsible Officer: Academic Dean		
Initially Approved by: Academic Board		**Date:** 22 February 2023
Initially Approved by: Chair Academic Board		**Date:** 12 June 2024
Approved by: Chair Academic Board		**Date:** 09 September 2026
Version: V4.0	**Replaces Version(s)**: 3.0	**Next Review:** September 2029
HESF	1.4 Learning and Assessment	1.4.3 1.4.4 1.4.5
Nature of Change	New Assessment of Coursework Procedure to support the Assessment of Coursework Policy. This new procedure incorporates the requirement of the previous Assessment Moderation Procedures and Examination Procedures. June 2024 • Clarify hurdle requirements for hurdle assessments that underpin CCEA competencies. • Reallocation responsibilities of the Teaching and Learning Committee. • Update Unit Coordinator to Stream Coordinator. August 2026 • Insert a new Assessment Load and Scheduling Procedures section: Hurdle Assessment Point stacking; cross-unit assessment scheduling via the Program Assessment Matrix; Clinical/WIL Unit checkpoint publication. Add Academic Progress Policy and Procedures (A025/A025P) and Student Academic Appeals Policy and Procedure as related documents.	