

	<b>Assessment Policy &amp; Procedure</b>
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<b>Related Documents</b>	<ul style="list-style-type: none"> <li>• CCA Student Code of Conduct</li> <li>• CCA Staff Code of Conduct</li> <li>•</li> <li>• CCA Academic Grievance Procedures</li> <li>• CCA Grading Guide</li> </ul>

## 1. Purpose

1.1 This policy is intended to guide the assessment of student learning at Campion College. Its purpose is to assist academic staff in conducting assessment and to provide principles for both staff and students that support the development of meaningful, valid, reliable and fair assessment.

## 2. Definitions

2.1 **Assessment** means the process whereby student competency is determined, feedback is given to students on their progress and grades are awarded. It should be considered in the broadest sense and may include both summative and formative assessment. Assessment is an overarching term and includes things such as tests, essays, papers, examinations, reports, exhibitions, performances, presentations, demonstrations and other work whether written or otherwise.

2.2 **Formative Assessment** means an item used by instructors to improve their teaching and by students to improve their learning. Formative assessments may be short submissions or tests with low or no value for the overall mark.

2.3 **Academic Integrity** means maintaining ethical, honest and responsible academic standards. This means avoidance of plagiarism and cheating in all assessment items completed by students and in research presentations and publications by academic staff.

2.4 **Self-motivation** means an ability to complete tasks, including assessment items, independently.

2.5 **Summative Assessment** means an item used by instructors to evaluate students' learning against the units' learning outcomes. Summative assessments may be research essays, oral presentations, or exams.

2.6 **Supplementary assessment** means a new item of assessment designed to give students an additional opportunity to demonstrate their satisfactory attainment of specific learning outcomes specified in the unit outline.

### **3. Background**

#### **3.1 Good Academic Practice**

Students undertake tertiary education for a variety of reasons including to gain a specific qualification, to pursue their interest in a particular field and to broaden their education. Good academic practice demands personal integrity and respect for scholarship. For example, academic staff are responsible for assessing work fairly and consistently, and providing feedback within a reasonable timeframe, and students are responsible for submitting work that represents their own efforts to meet the stated requirements.

Student learning will be more effective and enjoyable if basic principles of good academic practice are followed. These include the following:

- Academic integrity
- Self-motivation and commitment to learning
- Awareness of requirements
- Participation
- Respecting the rights of others
- Seeking timely help from appropriate sources

#### **3.2 Academic integrity**

Academic integrity involves a good measure of trust between students, and between students and academic staff. Cheating, whether in the form of plagiarism, bringing unauthorised material into exams, submitting false requests for alternative exams or special consideration, or any other form, is a breach of this trust. Cheating also diminishes the aims and value of students' studies. In certain courses, this may have serious consequences for public health and safety.

Students should also be aware that cheating diminishes the good reputation of the College. The continuing value of a Champion College award in the opinions of potential employers, other institutions and the community at large depends on Champion College maintaining its reputation as a College that has utterly reliable credentials.

#### **3.3 Self-motivation and commitment to learning**

In general, there is an emphasis at tertiary level on developing independent learning skills, understanding ideas, and interacting critically with material. Tertiary education requires a level of self-motivation from students and the onus is on students to complete the requirements of each unit of study. This demands reasonably high levels of personal discipline, self-motivation and organisation.

#### **3.4 Awareness of requirements**

It is the student's responsibility to ensure they are fully informed of all aspects of the assessment process. Students need to be very clear about what is required in each unit of study. These requirements are provided in unit of study outlines that are given to students at the beginning of each semester. Different unit of study have quite different requirements. These might include preparation for classes, participation in tutorials or on-line discussions, completing an independent learning task or working with other students on a collaborative project.

#### **3.5 Participation**

Students are encouraged to participate in those classes that are set aside for discussion. Listening to and considering other views and framing and expressing opinions about a topic assist in developing critical and analytical skills.

### 3.6 Respecting the rights of others

All students have the right to:

- (i) express their views with consideration of others and have the expression of these views respected;
- (ii) attend classes that are free from harassment, intimidation, discrimination or unnecessary interruption;
- (iii) expect that resources such as computing and library facilities will be available to them, during designated hours, and not be misused or monopolised by other students.

## 4. Principles

4.1 Assessment is an integral part of the learning process. Through assessment, judgements can be made about the quality and extent of students' achievements and performances. The forms of assessment used throughout Campion College are diverse and vary according to academic discipline. The methods of assessment should demonstrate an appropriateness to a unit of study's learning outcomes and graduate attributes. Assessment plays an important educative role in conveying to students the kind of intellectual engagement desired and provides feedback on learning. Assessment enables students to meet academic requirements and allows Campion College to meet its responsibilities to the community. Students need confidence in the continuing standing of their courses and the rigorous environment in which learning occurs.

4.2 Assessment in Campion College is based on the general principle of criterion-based assessment, with students' work assessed against stated criteria that reflect the objectives of the unit of study. Grades are based on a student's level of performance in achieving stated objectives (criterion-referenced assessment), not on the number of other students who achieve a particular grade (norm-referenced assessment).

4.3 These general principles apply to the use of assessment within the College:

- a) Staff should ensure modes of assessment are specifically linked to the educational objectives of a unit of study and course.
- b) Assessment should be an aid to successful learning and encourage students to apply their knowledge and skills in an analytical and critical manner.
- c) Assessment requirements should be clearly stated.
- d) Students should receive feedback on their work in a timely manner that assists them to understand the learning objectives achieved and how they can improve the quality of their work.
- e) Assessment should be fair and equitable for all students.
- f) Students and staff should be aware of assessment policy and procedures, and policies related to academic misconduct and appeals.
- g) Assessment should enable Campion College to certify that the grade awarded corresponds to the student's performance and that the student has met unit of study and course requirements in an approved manner.
- h) Assessment should involve reasonable workloads for both staff and students commensurate with the credit points allocated to a unit of study.
- i) Campion College regards assessment as a confidential matter. No person involved in the process should divulge to any unauthorised person any information related to an individual student's assessment or grades.

## **5.**

### **5. Policy**

#### **5.1 Assessment Patterns**

The learning outcomes in a unit of study should be assessed through several tasks so students have a number of opportunities to demonstrate their learning. Assessment tasks should be of different types to address the differing learning styles of the students. The assessment tasks chosen should be appropriate to the unit of study discipline and explicitly reflect the learning objectives. Assessment should include both formative and summative assessment. While selection of the type and number of assessment tasks is at the unit of study coordinator's discretion, over-assessment should be avoided. It is recommended that lecturers participate in discussions with other lecturers in the faculty and teaching staff from other faculties to ensure that units of study represent appropriate assessment workloads. The time needed to complete the assessment tasks should be appropriate to the overall time commitment that learners are expected to allocate to the unit of study. Consideration should be given for designing assessment tasks that are culturally sensitive and allow students to prepare work relevant to their contexts.

A recommended assessment pattern for any one unit of study would be two or three assessment items, none of which is worth more than 65%. For example, an essay, seminar and a formal exam each worth between 30–40%. Learning contracts or projects or similar assessment items for Honours and Postgraduate courses may in total be worth more than 65% but in these instances it is recommended that the assessment item be managed in such a way as to allow students to receive ongoing feedback.

#### **5.2 Unit of Study Outlines**

A unit of study outline is an official document that represents an understanding between Campion College and the students undertaking a unit of study. Teaching and assessment in the unit of study needs to be conducted as specified in the unit of study outline. It is the responsibility of the Unit of Study Coordinator to prepare the unit of study outline and make it available no later than the first week in which the unit commences, or the equivalent in block or other modes of delivery, to all students enrolled in the unit of study.

The Unit of Study Outline must contain the following information:

- a. Administrative arrangements which will support the delivery of the course, including the name and contact details of the unit coordinator and other staff;
- b. The assessment schedule;
- c. The weighting of each assessment item towards the final unit grade;
- d. Details about the format and requirements of each assessment item, and its relation to the unit of study learning objectives;
- e. Specific information concerning assessment items;
- f. Referencing style to be used;
- g. Arrangements and timelines for submitting assessment items;
- h. Instructions concerning the submission of assessment items;
- i. Penalties concerning late submissions;
- j. Marking criteria for assessments;
- k. For each assessment item whether re-submission is allowed;

- l. Information concerning the exam (e.g. format; duration)
- m. Conditions regarding extensions to assessment items due dates;
- n. Conditions under which supplementary assessments may be granted and whether supplementary assessment is available;
- o. Instructions concerning academic integrity;

The assessment pattern may not be changed after distribution, except under exceptional circumstances and in consultation with the students concerned and the Dean of Studies

### **5.3 Assessment Items: Types of Assessment**

Assessment items are the single components of an assessment pattern. Generally two or three assessment items provide an effective and practical way to assess student learning. Within any one assessment item, there may be several assessment tasks. For example, a seminar assessment item may require critical reading, the production of a position paper and an oral presentation. There are many types of assessment strategies that can be used to design assessment items, including:

- Essays, reports and dissertations
- Book reviews
- Disputations
- Memorisation tasks
- Close reading of texts
- debates
- Individual and group presentations
- Written Examinations, including multiple choice questions, short answer questions, open book, closed book.
- Oral examinations

### **5.4 Variations to Assessments**

Assessment methods, assessment items and submission dates must be specified in the unit of study outlines. These may be varied during the semester only with the authorization of the Dean of Studies and/or Academic Board. Students must be notified in writing promptly and in advance of any changes to assessment methods, assessment items and submission dates.

Students are expected to complete the assessment requirements of the course as indicated in the unit of study outline within the prescribed study period unless a variation applies.

a. A variation includes:

- i. Supplementary assessment;
- ii. Deferred assessment;
- iii. Special consideration (students with disabilities or learning difficulties);
- iv. Delay in marking of final assessment item.

b. A student becomes aware of circumstances for which a variation of enrolment is required. The student must lodge their request with the Programme Coordinator within the first two weeks of the course.

- c. A student requests a variation of assessment method, item or submission date on the grounds of unanticipated or exceptional circumstances. It is intended that unanticipated and exceptional circumstances are those circumstances which are beyond the control of the student and for which there is no opportunity to prepare in advance such as:
- Sudden illness;
  - Re-occurrence of a chronic illness;
  - An accident;
  - A death or serious illness of a close family member;
  - A severe disruption to domestic arrangements;
  - Being the victim of a crime;
  - Community service (e.g. jury duty; unforeseen call to the Australian Defence Force or State Emergency Service);
  - A summons to appear in court;
  - A minor vehicle accident on the day of the examination;
  - Training/sporting/rehearsing/performing commitments for elite athletes and performing artists;
- d. Variations should be discussed with the Programme Coordinator as soon as the circumstances materialise.

### **5.5 Variations to Exams**

Students with special considerations will be entitled to the variations stipulated by the Dean's Office in relation to their specific case as specified by the CCA Special Consideration Policy. The following variations are applicable:

- a. Extra time for reading and writing. This will be an extra 15 minutes per hour for every hour of standard examination time; and
- b. The eventual use of electronic equipment, such as a laptop.

### **5.6 Extension to complete an assessment task**

- a. Students may request an extension to the submission date for completing an assessment task on the basis of medical or compassionate grounds, or exceptional and unpredicted circumstances.
- b. Students with Special Considerations are entitled to the variations as stipulated by the Dean's Office. This may include an extension of the due date for completing the assessment task.
- c. Students who wish to apply for an extension must discuss this with the unit of study coordinator and lodge an application for extension. The unit of study coordinator will issue an Extension Form.

## 5.7 Supplementary Assessment or Examination

Supplementary assessment offers students an opportunity to gain a supplementary pass (SP). Supplementary assessment may involve an examination or other form of assessment.

5.7.1 The Academic Board authorizes supplementary assessment to be used in a course.

5.7.2 Supplementary assessment or examination may be used in all undergraduate courses. The unit of study outline must state whether supplementary assessment is available in that unit.

5.7.3 Supplementary assessment will be available to students under the following conditions only if the Academic Board or a delegated committee (e.g. Teaching & Learning Committee) reasonably expects that the student could achieve a supplementary pass in the course:

- a. Students undertaking a full-time load or more per study period who have received in the previous semester an average mark of 70%;
- b. Students who have been severely disadvantaged by environmental factors or circumstances, which have adversely affected successful completion of one or more assessment items of a unit of study.
- c. Supplementary assessment will not be granted to a student who has failed more than 50% of the course load attempted in a semester.
- d. Students must have received a Fail mark between 40-49% indicating unsatisfactory performance on a number of learning outcomes, or failure to meet specified assessment requirements.
- e. Specific arrangements for supplementary assessment or examination may be made for a student who is undertaking the final units of their programme whether or not the course is approved for supplementary assessment.

5.7.4 When the Academic Board or delegated committee authorises a supplementary assessment or examination for a student:

- a. The Dean of Studies/Director of Operations will make the appropriate annotation on the student's record.
- b. If the supplementary assessment is an examination, Student Administration will schedule an examination in accordance with the stipulations of the Dean's Office.
- c. The Dean's Office will notify in writing the student that a supplementary examination has been granted and the date of the supplementary examination.

- d. If the supplementary assessment is not an examination the unit coordinator will notify in writing the student about the requirements of the assessment task, including the revised assessment submission date. A copy of the correspondence must be provided to the Dean's Office to be retained in the student's file.
- e. Successful completion of a supplementary assessment will be recorded as a 'supplementary pass' (SP). A failed supplementary assessment will be recorded as a Fail (F).
- f. The original fail grade will stand if the student does not sit the supplementary exam or complete the supplementary assessment.
- g. The Dean must be notified of the new result in writing so that the student's record can be amended.

### **5.8 Deferred Assessment or Examination**

Deferred assessment is granted to students who have been unable to undertake the final assessment or examination.

5.8.1 Students may apply for deferred assessment if they are able to demonstrate, with supporting documents, that they were unable to sit the final examination or submit the final assessment by the due date because of unanticipated or exceptional circumstances. The documents must demonstrate *beyond any reasonable doubt* that the circumstances prevented the student from sitting the exam or submitting the final assessment item.

5.8.2 Deferred assessments may be granted only once for each unit of study, unless determined otherwise by the Dean.

5.8.3 Students must lodge an application for deferred assessment with the Dean's Office no later than five working days after the scheduled examination or the submission date of the final assessment. The application must be simultaneously accompanied by supporting documents demonstrating that the unanticipated or exceptional circumstances prevented the student from sitting the final exam or submitting the final assessment item. The student must also indicate on the form whether other variations of assessment (see 5.4.1) have been granted during the course.

5.8.4 If the unanticipated or exceptional circumstances prevent the student from submitting the request for deferred assessment within the prescribed time limit, the student should write to the Dean requesting that the limit be extended or waived.

5.8.5 The Dean will assess the application of deferred assessment or examination and supporting documents, and notify the unit coordinator that an application

has been lodged. A deferred examination notation will be entered on the student record if the student:

- a. Did not attend the scheduled primary examination;
- b. Has provided supporting documentation of unanticipated or exceptional circumstances; and
- c. Has declared on the form that no other assessment variations (see 5.4.1) have already been granted.

5.8.6 When the final assessment is not an examination, and /or where supporting documentation are deficient or absent, the application will be sent to the unit coordinator to decide one of the following courses of action:

- a. Approval of deferred assessment;
- b. Approval of deferred examination;
- c. No action: the original grade stands.

5.8.7 The unit coordinator will make a decision within five working days of receiving the application.

5.8.8 Where the unit coordinator grants a deferred assessment:

- a. The unit coordinator must:
  - i. mark the decision to approve deferred assessment on the form and return it to the Dean's Office; and
  - ii. notify the student in writing about the requirements of the assessment item, including the revised submission date of the assessment. A copy of the correspondence must be provided to the Dean's Office to be retained on the student's file.
- b. The Dean's Office will enter the deferred assessment on the student record and exclude the student record from the primary academic review reports.

5.8.9 Where the unit coordinator grants a deferred examination:

- a. the unit coordinator will mark the decision to approve a deferred examination on the form and return it to the Dean's Office.
- b. the Dean's Office will:
  - i. enter the deferred assessment in the student record, thus excluding the student record from the primary academic review reports.
  - ii. notify the student in writing, confirming the deferred examination and indicating the scheduled date, time and venue of the deferred examination.

5.8.10 The deferred assessment grade will be recorded once the unit coordinator has marked the assessment item.

5.8.11 Unit coordinators and programme coordinators who receive multiple applications for deferred assessment from the same students may refer the students to the Learning Centre for direction and assistance.

## **5.9 Marking**

5.9.1 Marking is the process of assigning an assessment score or comment to a piece of work produced, performed or submitted by a student according assessment item criteria.

5.9.2 Unit of Study Coordinators must ensure that:

- a. marking is fair and consistent across the student cohort, particularly in unit of study where more than one marker is used;
- b. students receive feedback on all assessment items completed during the semester before they begin their final examinations. The only exceptions are for items submitted within the last two weeks of semester.

5.9.3 Unit of Study Coordinators should also be aware of the following with respect to assessment.

- a. All work submitted for assessment must be marked in private and is regarded as confidential (seminar presentations and peer assessment excepted).
- b. Assessment items that are not normally returned to students (examination scripts, multiple-choice answer sheets, for example) should be retained for three months after submission of final results so that they can be referred to if the need arises.
- c. Final assessment grades must not be provided to students until results have been officially released by the Dean.

## **5.10 Borderline Results**

Borderline results are defined as a final mark of 46–49% where 50% is judged a Pass; or, those who just fail to meet objectives in units of study for which marks are not awarded. Students in these circumstances are eligible to be awarded a Pass Conceded (PC) if they have passed all other units of study in the semester (See Appendix A). A Pass Conceded result will be treated as a fail for pre-requisite purposes.

## **5.11 Re-Marking & Re-Submission**

Re-marking is the process involving the marking of an assessment item by a second assessor/marker, without the student undertaking any further work.

5.11.1 The second assessor is provided with a non-marked copy of the assessment item and is not provided with the details of the student's original mark. The second assessor may be a member of the academic staff of Champion College or of another institution, and must have expertise in the area of the assessment item.

5.11.2 The second assessor is provided with the marking criteria of the assessment item available in the Unit of Study Outline, and the CCA Grading Guide. The mark awarded by the second marker stands, whether it is higher or lower. No further remarking is permitted.

5.11.3 Only a student can initiate a re-mark. A student can request a re-mark when they deem an assessment item has been unjustly or incorrectly marked.

5.11.4 A re-marked assessment task cannot be re-submitted.

- 5.11.5 A student must request a re-mark from the unit coordinator within five working days of the assessment item being returned.
- 5.11.6 The unit coordinator will notify the student within five working days that
- A second assessor will re-mark the assessment item, or
  - The request is rejected.
- 5.11.7 Where the re-marking has been granted and the second assessor is not a member of the academic staff of Campion College, the student will be required to pay an administrative fee of \$50.
- 5.11.8 If the unit coordinator rejects the request for re-marking, the student may request that the Dean of Studies review the unit coordinator's decision. The student must submit their request in writing to the Dean of Studies within five days of receiving the unit coordinator's decision. The request must explain why the re-marking is sought.
- 5.11.9 The Dean of Studies will respond to the student request by:
- Approving or denying a re-mark, and notifying the student and unit coordinator of their decision in writing within five days of receiving the request.
  - Stating that the original mark will stand, when a request of re-mark is refused.
  - Arranging for an assessment task to be re-marked, when the request for re-mark is approved.
  - Appointing a second assessor to mark the assessment item on the conditions of point 5.11.1.
  - Notifying in writing the student of the outcome of the re-mark within ten working days.
- 5.11.10 Students who are not satisfied with the result of the re-mark may appeal their final grade in accordance with the *CCA Academic Appeals and Grievances Policy and Procedure*.

### **5.12 Re-submission**

Re-submission is where a student is permitted to revise and/or re-write an assessment item that they have failed for reasons not connected to late submission. The assessment item is then re-submitted to the original assessor within a specified time frame.

- 5.12.1 Re-submission can be initiated by a unit coordinator, a student or by the Dean of Studies.
- 5.12.2 A re-submitted assessment item cannot be re-marked in accordance with the rules on re-marking at 5.11 above.
- 5.12.3 A unit coordinator can offer a student the opportunity to re-submit work. The offer must be made within five days of the original assessment item being returned to the student.
- 5.12.4 A student can request a re-submission within five days of the original assessment item being returned. The unit coordinator will notify the student in writing within five days whether a re-submission has been granted or refused.
- 5.12.5 If the course coordinator grants a re-submission, they will explain: which part or parts of the assessment item can be revised and re-written; the due date for re-submission, and the marks available.
- 5.12.6 Students who pass a re-submission will receive a maximum mark of 50% unless

- a. The unit coordinator allows the full range of marks on the basis of exceptional circumstances, or
  - b. The re-submission results from an academic misconduct investigation. The Dean of Studies will then determine the range of marks available, in consultation with the unit coordinator.
- 5.12.7 If the unit coordinator rejects a request for re-submission, the student may request that the Dean of Studies review the unit coordinator's decision. The student must submit their written request to the Dean of Studies within five working days of receiving the unit coordinator's decision. The request must explain the grounds on which the re-submission is sought.
- 5.12.8 The Dean of Studies will respond to the student's request by:
- a. Approving or rejecting the request for re-submission, and notifying the student and the unit coordinator of their decision in writing within five working days of receiving the request.
  - b. Stating that the original grade stands when the request for re-submission is rejected.
- 5.12.9 If the Dean of Studies approves a re-submission, the unit coordinator will inform the student in writing which part of parts of the assessment item must be revised and re-written; the due date for re-submission; and the marks available.
- 5.12.10 The unit coordinator will notify the student of the outcome of the re-submission within ten working days of receiving the re-submitted assessment item.
- 5.12.11 The unit coordinator will provide the Dean's Office with a copy of correspondence related to the re-submission to be retained on the student's file.
- 5.12.12 Students who are not satisfied with the result of the re-submission may appeal their final grade in accordance with the *CCA Academic Grievance Policy and Procedure*.
- 5.12.13 The Dean of Studies may recommend a re-mark or re-submission resulting from an academic misconduct investigation.

### **5.13 Conflict of Interest**

Unit of study Coordinators, or other staff appointed to mark assessment items, have a responsibility to assess students' work fairly, objectively and consistently across the candidature of a unit of study or course. A personal or family relationship with a student has the potential to compromise this responsibility by creating a conflict of interest. Academic staff, who deem that they may be affected by a conflict of interest, must bring this to the attention of the Dean of Studies. (Refer to the Staff Code of Conduct).

### **5.14 Feedback**

Feedback provides information to students on their progress in a unit of study. Feedback should occur in both a quantified form, such as grades, and a qualitative form such as comments, model answers, or suggested readings. Feedback assists students to learn effectively by informing them of the standard of performance achieved and what needs to be done to improve the standard of performance. The nature and type of feedback chosen will be determined by the nature of the unit of study and assessment tasks. It is of most assistance to students if feedback is

received at the return of assessment items. Students should be given the opportunity to discuss their performance and the feedback received with an appropriate member of academic staff.

Students are entitled to receive feedback on all assessments tasks they complete other than formal examinations. Students should be reminded that if work is submitted by the due date, they will receive feedback on their work in time to benefit in preparing for the next task. This cannot be assured if work is submitted beyond the due date.

Feedback should:

- a. be timely (ordinarily, written assessments will be returned two to three weeks after the assessment is submitted)
- b. relate specifically to learning outcomes
- c. allow students to use the information to improve their performance
- d. be provided, where appropriate, in part within the first half of a semester or teaching session.

Feedback should be constructive and focus on assisting students to improve the quality of their work.

## **6. Roles and Responsibilities**

### **6.1 Students**

The term student is used to denote a candidate enrolled in a Campion College unit of study.

#### **Responsibilities**

- a) Engage actively in the learning process and participate according to unit of study and assessment requirements.
- b) Complete assessment tasks diligently and honestly to provide evidence of learning achievements in a unit of study.
- c) Meet assessment requirements as specified in the unit of study outline, including submission of work by the due date.
- d) Apply the principles of good academic practice (refer section 3.1).

### **6.2 Lecturers**

Lecturer is used as the term to mean any academic staff member with responsibility for teaching and assessing in a unit of study.

#### **Responsibilities**

- a) Exercise professional judgement involved in implementing and/or administering assessment items that are relevant, fair, valid and appropriate to the aims of the course and unit of study objectives.
- b) Provide feedback within a reasonable time on how effectively students are learning
- c) Provide evidence to the Unit of study Coordinator that students have achieved a particular standard or achieved certain outcomes.

- d) Treat assessment work as confidential and not distributing students' assessment items, other than to staff involved in processing or marking, unless with the students' consent, except in the case of peer assessment, where students' names should be removed and work treated anonymously.
- e) Inform students of assessment policy and procedures and what is acceptable academic conduct.
- f) Where markers are used, provide appropriate guidelines on assessment criteria, marking scales and strategies.

### **6.2 Unit of Study Coordinators**

Unit of Study Coordinators (aka 'unit coordinators') are appointed by the Dean of Studies to coordinate the delivery of a unit of study.

#### **Responsibilities**

- a) Determine and design the assessment items, assessment pattern and methods by which final results are calculated.
- b) Prepare Unit of Study Outlines.
- c) Provide assessment tasks.
- d) Set alternative/additional assessment items.
- e) Calculate results for consideration of the Board of Examiners, including taking into account applications for Special Consideration lodged by students.
- f) Communicate information to all staff teaching and/or assessing in a unit of study.

### **6.3 Dean of Studies**

The Dean of Studies is an appointed academic staff member with the responsibility to oversee the conduct of Campion College courses and unit of study.

#### **Responsibilities**

- a) Oversight of all unit of study.
- b) Nominate Unit of study Coordinators, engage casual staff and resolve problems:
- c) Ensure assessment standard policy and procedures are maintained.
- d) Consider reports about students' academic misconduct and determine whether allegations should be investigated.
- e) Appoint academic advisers for students who are on probation.
- f) Monitor the effectiveness of assessment practices in unit of study, using (among other things) statistics on grade distribution.
- g) Make recommendations to the Teaching and Learning Committee regarding assessment policy and procedures.

### **6.4 Board of Examiners**

The Board of Examiners is the meeting of academic staff that reviews and confirms the results for unit of study at the end of the semester and approves the publication of results.

#### **Responsibilities**

- a) Review the performance of students, paying particular attention to borderline results to determine appropriate action in consideration of the table of grades.
- b) Review the progress of students with provisional status.

- c) Assess applications for special consideration, ensuring that Unit of study Coordinators have taken requests for special consideration into account when calculating final marks.
- d) Approve the publication of results
- e) Make changes to students' Progression Category as appropriate.

**1. Policy History**

<b>Version</b>	<b>Date of approval</b>	<b>Amendment</b>
4.1	December 2015	n/a
2	December 2017	<ul style="list-style-type: none"> <li>• Addition of Item 2</li> <li>• Re-ordering of items, including moving Item 5 (ver4.1) to Appendix A (ver5)</li> <li>• Addition of timeframe (two-three weeks) to Item 5.14.b</li> </ul>

## Appendix A: Table of Results and Grades

Grades are the symbols that indicate the level of student performance in a unit of study against specified criteria and standards. Grades are awarded so that Campion College can provide a statement for the students and outside community that indicates the student's achievement of the learning objectives in a unit of study. Generally at Campion College the units of study are graded with the grades of High distinction, Distinction, Credit, Pass and Fail.

Grade	Notation	Mark Range	Grade Point	Descriptor
High Distinction	HD	85–100	7	Work of outstanding quality on all objectives of the unit of study, which may be demonstrated by means of criticism, logical argument, interpretation of materials or use of methodological principles.
Distinction	D	75–84	6	Work of high quality on all objectives, demonstrating a sound grasp of content, together with efficient organisation and selectivity.
Credit	C	65–74	5	Work of good quality showing more than satisfactory achievement on all objectives, or work of superior quality on most of the objectives.
Pass	P	50–64	4	Work showing a satisfactory achievement on the overall objectives of the unit of study.
Pass – Conceded	PC	46-49	3	A conceded passing grade awarded where a student has: <ul style="list-style-type: none"> <li>Failed one unit of study only for the semester; with a result in the range 46-49;</li> <li>Has passed all other unit of study in the semester.</li> </ul>
Terminating Pass	PT	46-49	3	A terminating pass is a grade which allows for a course to be included in a student's progression through their program of study, but proscribes the course from being used as a prerequisite.
Supplementary Pass	SP	50	3.5	Satisfactory performance on a supplementary assessment item
Fail Level 1	F1	40–49	1.5	Unsatisfactory performance in one or more objectives of the unit of study as contained within the assessment items; OR failure to meet specified assessment requirements.

Fail Level 2	F2	Below 40	1	Unsatisfactory performance on the majority of learning outcomes.
Satisfactory	S			A non-graded pass indicating a satisfactory outcome (for example, at the end of the first semester of a full-year research project)
<b>Interim notation – results not finalised</b>				
Withheld	WH			Result withheld, (only able to be granted by the Board of Examiners on the recommendation of a Unit of study Coordinator or the Dean of Studies). May be due to pending supplementary assessment(s), alternative assessment(s) due to misadventure, or extension of time due to misadventure. Will revert to a 'F - fail' grade if not resolved within the specified timeframe.
Exchange	EXCH.			Student is participating in an approved exchange program and is attending classes at an overseas institution. RPL will be granted for the unit of study studied.
Supplementary Assessment	SA			Mark pending as student has been granted a supplementary assessment or examination
<b>Administrative grades</b>				
Withdrawn	W			Unit of study discontinued without academic penalty (only used in cases of serious and certifiable misadventure). Both academic & financial penalties are waived.
Discontinued –fail	DF		n/a	Discontinued with academic penalty: The student withdrew from the course after the date (census date) for withdrawal without academic penalty.
Discontinued – no fail	DNF		1	Unit of study discontinued without academic penalty. The student withdrew before the date for withdrawal or having withdrawn after the census date because of fortuitous circumstances has applied for the granting of DNF. While academic penalties are waived, the student is obliged to pay tuition fees.
Recognition of Prior Learning	RPL			Credit outcomes based on identified equivalence

Pass Recognised (Credit Transfer)	PR			Credit outcomes based on identified equivalence in content and learning outcomes between matched qualifications.
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*This policy has been based on elements of and benchmarked against:*

- *UTS Assessment Policy and Procedures;*
- *University of South Australia Assessment Policies and Procedures;*
- *University of Sydney Assessment Policy and Procedures)*
- *Alphacrucis College Assessment Policy*
- *Macquarie University Teaching Resources: "Assessing Student Achievement of Learning Outcomes"*