

# Assessment Management Procedure

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## 1. PURPOSE

This is an overarching procedure on the management of assessments and consequently must be read in conjunction with the Academic Integrity Policy and related procedures, and the other policies and procedures listed in the Related Documents part of this procedure.

The purpose of this procedure is to ensure that JMC Academy has an assessment management system that meets the requirements of the AQF and the Higher Education Standards Framework (Threshold Standards), 2015 for developing, conducting, moderating and storing assessments.

This procedure covers the planning, conducting and moderating assessments to ensure that the integrity of the AQF level of the registered course and to ensure that the academic standards of JMC Academy are maintained and safeguarded.

JMC Academy ensures that all methods of assessment are aligned with the learning outcomes being assessed, are capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

## 2. SCOPE

This procedure applies to all assessments conducted by JMC Academy.

## 3. DEFINITIONS

**Assessment** – is the process of forming a judgment on the quality and extent of student achievement or performance, and therefore by inference a judgment about the learning itself.

**Assessment system** – is a coordinated set of documented policies and procedures (including assessment materials and tools) that ensure assessments are consistent and are based on the Principles of Fairness and comprehensiveness.

**Assessors** – are persons who assess a learner’s performance in accordance with the AQF and consistent with the requirements specified in the Unit profiles. Assessors have at least one AQF qualification level above the level of the Unit that they are assessing.

**Academic Misconduct** – A breach of rules in relation to impeding the integrity of the assessment/examination and enabling unfair advantage or deceiving the assessor.

**Plagiarism** – is the action or practice of taking and submitting or presenting the thoughts, writings or other work of another person as though it is your own work.

**Moderation** – is the quality review of the assessment content and process. Moderation involves checking that the assessment task/s produce/s valid, reliable, sufficient, current evidence to enable reasonable judgements to be made as to whether the learning outcomes of the course and the unit are met. It includes reviewing the assessments and making recommendations for future improvements to the assessment tasks, process and/or outcomes.

**Support and Intervention Strategies** – A range of specialised teaching and learning strategies to facilitate learning for those students considered ‘at risk’.

**The Australian Qualifications Framework (AQF)** – is the policy for regulated qualifications in the Australian education and training system. It underpins the national system of qualifications in Australia, encompassing higher education, vocational education and training (VET), and schools. The AQF is the agreed policy of Commonwealth, State and Territory ministers.<sup>1</sup>

For definitions not listed here please refer to *JMC Academy Glossary*.

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<sup>1</sup> <https://www.aqf.edu.au/what-is-the-aqf>

#### 4. PROCEDURE

JMC Academy's approach to assessing the progress and achievement of students against course and unit learning outcomes must be of a high quality, effective, and acceptable to stakeholders including professional bodies and students.

JMC Academy places the highest possible value on academic integrity and undertakes its assessment in this context.

All assessment tasks are clearly aligned to course objectives. The assessment tasks as stated in the Unit Outlines are fair, consistently applied, and set at a level consistent with the requirements of the relevant Australian Qualification Framework (AQF) level of the course and with the standards expected of Australian Universities and other Higher Education Providers.

Assessments inevitably shape the quality and volume of learning that occurs; assessments must reflect the learning requirements of the Unit, what students learn and how they learn. They are designed to ensure:

- Academic standards are achieved and maintained,
- Students have reasonable redress in cases where they feel that an unfair assessment has occurred,
- Results are promptly and accurately documented and disseminated,
- The quality of the units and courses is continually reviewed and improved,
- The effectiveness of the teaching process through facilitating is continually improved,
- The formal certification of achievements for external audiences,
- Accountabilities to regulatory bodies, industry/employers and the wider community are met, and
- The principles of Assessment and rules of evidence are adhered to.

#### Academic Board (AB)

The Academic Board is a committee of the Governing Council and is the primary source of advice to the Council on matters relating to learning, teaching and scholarship. The Council has delegated to the Board responsibility for the academic governance of JMC Academy. The Board provides academic leadership, exercises and promotes free intellectual inquiry, and guides scholarship and research. It is responsible for ensuring that all aspects of academic governance meet the requirements of relevant legislation and standards.

#### Learning and Teaching Committee (LTC)

The purpose of the Learning & Teaching Committee is to advise the Academic Board on measures to improve the quality of learning and teaching in JMC Academy. The L&T Committee's role is to monitor and report on the quality assurance of learning and teaching and to ensure that the JMC Academy's academic operations meet educational standards. The committee reports and makes recommendations to the Academic Board as appropriate on a range of learning and teaching matters.

#### Curriculum and Delivery Committees

The Curriculum and Delivery Committees can, as sub committees of the Learning and Teaching Committee:

- Support the Course Advisory Committee in developing the new assessments as part of course accreditation and/or re-accreditation application or mid-course review processes,
- Assure the quality of unit assessment items and the moderation processes undertaken within units,

- Monitor the quality of assessment in units and courses by reviewing survey and feedback data collected from students and peers,
- Identify units in which the assessment outcomes are unsatisfactory and provide advice to the Learning and Teaching Committee and Heads of Department on actions to improve outcomes,
- Monitor the JMC Academy's processes to assure effective and efficient security of assessment, submission, exam questions, exam scripts and the safe return of assessment items.

#### 4.1 PLANNING AND DESIGNING ASSESSMENT REQUIREMENTS

JMC Academy ensures that planning for each unit, includes teaching, assessment and volume of learning, which are consistent with the requirements of the AQF and enable each learner to meet the requirements of the unit in which they are enrolled.

Development of the original assessment tasks is an integral part of the development of the initial unit outlines that form the structure of any new course. The initial unit outlines within the course structure are approved by the Academic Board on recommendation from the Course Advisory Committee as part of the course accreditation or re-accreditation processes.

As such the original assessments are designed to meet the learning outcomes of the individual units and to contribute to achievement of specified course outcomes.

These original assessments are represented in the unit outlines and in constructive alignment templates to show how each of the assessment tasks relate to the unit learning outcomes and to course objectives.

Completion of the constructive alignment templates ensures that the assessment tasks for each unit collectively cover all the learning outcomes of the unit at the appropriate AQF level.

Development of the original assessment tasks is undertaken by an appropriately qualified person/s working with oversight by the Education Team, and guidance where appropriate from the relevant Heads of Departments<sup>2</sup>.

Prior to seeking approval from the Academic Board, the Course Advisory Committee will ensure that each of the assessment tasks for each unit of the course will:

- Align with one or more learning outcomes of the unit and one or more course objectives detailed in the constructive alignment templates,
- Reflect the requirements of the specified AQF level,
- Provide an appropriate and valid approach to determine student achievement,
- Represent a progressive development of knowledge and skills and the application of those,
- Promote original work rather than 'copy and pasting',
- Require a student to use learning material provided as well undertake their own research to do the assessment,
- Can be done in the time provided to at least a satisfactory/pass standard,
- Is written in Plain English,
- Includes an assessment rubric and sufficient instructions to enable a student to attempt the assessment,
- Includes sufficient instructions to enable a qualified marker to assess the submission using the rubric and provide constructive and meaningful feedback to all students, regardless of the standard of the work submitted,

and that collectively the specified assessment tasks for a unit cover all the learning outcomes of the unit.

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<sup>2</sup> Relevant Heads of Department are those from the discipline for which the curriculum is being written. Where appropriate it can include Heads from other disciplines if required.

The Course Advisory Committee will also ensure that for each unit

- The relevant discipline-based Curriculum and Delivery Committee has reviewed the assessment tasks in the context of the overall course design to confirm that the assessment task/s:
  - are relevant and interesting,
  - allow an individual student to demonstrate that they know and/or can do what is described in the learning outcomes,
  - have clear instructions on what needs to be done by the student, and how the assessment is to be administered and marked,
  - are “do-able” in that the student can actually do the assessment in the time allocated,
  - have resources (everything from equipment to texts) available, and/or can be made available to students,
  - are only “group assessments” where necessary and allow for fair determination of the achievement of individual students.
- Validation by an independent person has been undertaken,
- Appropriate feedback has been provided to the assessment writer.

## 4.2 CHANGES TO ASSESSMENT REQUIREMENTS

During an accreditation period courses and units undergo periodic review according to planning schedules or brought about as a result of moderation activities or by feedback from staff or students or by external referencing or benchmarking activities etc.

Such reviews may require new or changed assessment tasks to be developed for new units or for existing units.

Approval of changes to units and/or courses during an accreditation period, including assessments, is made by the Academic Board as per its Terms of Reference..

In approving changes to assessments, the Academic Board, must be satisfied that the process of development and the supporting evidence is consistent with that required by the Course Advisory Committee.

### 4.2.1 Variation of Details in the Assessment Requirements

In exceptional circumstances, e.g., compromised integrity of assessments, the discipline HoDs, may approve a variation of detail in the assessment requirements of a unit, providing any such variation maintains the relationship between the assessment methods and the learning outcomes expected for the unit.

Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the HoDs must be satisfied that students are not disadvantaged by the change or the timing of the change. Such changes are reported to the Learning and Teaching Committee through the Education Team.

## 4.3 PUBLICATION OF CHANGES TO ASSESSMENT

The Education Team is responsible for communicating in writing to Campus Managers and Heads of Department that the new/updated unit outline is now available:

- Once draft minutes of the Academic Board have been approved by the Chair of the Academic Board,
- Once draft minutes of the Learning and Teaching Committee meeting have been confirmed as a true and accurate record.

Only approved Unit Outlines can be published by the Head of Department (or their delegate) in LMS.

#### 4.4 ASSESSMENT SCHEDULING

JMC Academy's Education Team publishes an assessment schedule each study period. The purpose of the assessment schedule is to ensure all staff and students are aware of the assessment regime for their units. This is the procedure for producing and publishing that schedule.

- The **Heads of Department** will, no later than eight (8) weeks prior to the commencement of the next study period, submit Assessment Schedule via email to The Education Team, including for every unit being delivered in the next study period:
  - Assessment task,
  - Assessment weighting,
  - Assessment due date,
  - Submission mode,
  - Indicative marking time.

In the body of the email, the Head of Department will list the units where the assessment has changed from the previous study period, when the change was approved and by whom/which committee as per this template:

Year	20XX
Study period	T1
Department	Audio
Course	Audio Engineering and Sound Design
Unit	AUD201
Assessment number	2
Assessment	Presentation
Submission mode	In class
Timing	Week 4
Weighting	30%
Change approved by	Academic Board
Change date approval	March 22, 2018

- The **Education Team** will:
  - Compile all changes into one document,
  - Send final draft of Assessment Schedule to Heads of Department for final quality check,
  - File Assessment Schedules and compiled changes in n:/,
  - No later than six (6) weeks prior to the start of the next study period, advise Campus Managers and Heads of Department, that the assessment schedules for the next study period are available in n:/.
- **Campus Managers** then create offerings in the student management system for the next study period
- **Heads of Department** audit unit outlines in LMS to confirm most up to date, approved unit outline is in place. At that point in time, the Head/s of Department can replace the out-dated unit outline/s.

#### 4.5 ASSESSMENT IMPLEMENTATION

- Campus Managers and Heads of Department convene lecturers and facilities staff meetings to orient them to assessment requirements for all units scheduled for delivery,
- Campus Managers distribute Assessment Schedule to all their campus's stakeholders as appropriate,
- Heads of Department can access the Assessment Schedule via n:/.

#### 4.6 ADVICE TO STUDENTS

JMC Academy provides students with the following information at the commencement of each unit:

- Purpose and context of the assessments,
- Method of assessment and the relative weighting of assessment tasks,
- The rubric for each assessment task,
- Timelines for assessment, including dates by which the assessment is due,
- Procedures for submitting assessments, such as completing and signing the assessment cover sheets,
- Timelines for the return of assessments tasks and feedback,
- Expected attendance and engagement requirements,
- Penalties for work submitted after the due date,
- Relevant information on assessments submission requirements, such as type, format, evidence required, examples,
- Details of resources, equipment and materials which can be accessed,
- Alternative approaches to assessment where applicable,
- Advice on retaining a copy of submitted work,
- Re-assessment and appeals processes,
- Procedure statements in relation to plagiarism and academic misconduct,
- Academic integrity requirements.

#### 4.7 LECTURER'S RESPONSIBILITY TO ADVISE ASSESSMENT REQUIREMENTS

Where a student enrolls in a unit after the commencement of teaching, or for whatever reason is not present when students are given information concerning the assessment requirements of the unit, then it is the lecturer's responsibility to supply/refer the student to the necessary information.

#### 4.8 CONDUCT OF ASSESSMENTS

Students and academic staff are expected to uphold the principles of academic integrity in all their work, including the undertaking of assessment tasks. Any alleged cases of academic dishonesty will be investigated, and if upheld, any student or academic staff member who have been found to breach any or all of those principles will be penalised as per the Academic Integrity Policy and associated Procedures.

Lecturers will have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the assessments.

If lecturers detect student behaviour that could be construed as cheating or other form of academic misconduct they may make an incident report that includes evidence of alleged cheating or other form of academic misconduct to the Campus Manager who then takes action according to the Student Code of Conduct and relevant Policies and Procedures.

#### 4.8.1 Resource Material in Assessments/Examinations

Students may, under certain conditions, be permitted or required to use resource materials, such as, equipment, instruments, software, Standard Operating Procedures (SOPs), dictionaries, including English-foreign language dictionaries and electronic dictionaries, calculators, text books, reference books, student notes.

- The lecturer is required to specify the resource materials that will be permitted/required to be used in any examination or for other form of assessment.
- This information of what materials are permitted must be advised to students prior to the assessment/examination.
- A discrepancy between the information on permissible/required resource materials that has been conveyed to students prior to the assessment/examination and what is provided or made accessible can be a ground for appeal by students.
- It is the responsibility of the lecturer to ensure that the materials used by the student or brought in to the examination room by students conform to the specifications of permissible/required resource materials.
- Notwithstanding the requirements of this section, special arrangements may be made for students with disabilities or other special needs.

#### 4.8.2 Supplementary assessments

JMC Academy does not award supplementary assessments.

#### 4.8.3 Aegrotat assessments

Aegrotat Assessment may be applied to any student at JMC Academy who, due to unforeseen circumstance is severely impaired in the successful submission of work, to the extent they would be unable to complete their currently enrolled units.

Please refer to the Aegrotat Assessment Policy for further information.

### 4.9 EXAMINATIONS

Where one or more of the assessment tasks for a unit is an examination, students are to be provided with a clear statement of what is expected for an examination. This information will normally be provided in the published Unit Outline and/or examination information and will include the weighting of the exam in relation to the overall assessment, the duration of the exam, and the nature of questions such as multiple choice, short answer, calculation/practical and/or essay questions.

It is JMC Academy procedure that the following rules apply to the conduct of examinations:

- Student's identity cards must be produced upon request at all examinations,
- Students will be admitted to the examination room 15 minutes before the starting time of all examinations,
- Unless with the special permission of the Exam Invigilator
  - no student shall enter the examination room later than half an hour after the examination has commenced nor shall any student be allowed to leave the examination half an hour from the conclusion of the examination – for exams exceeding 1 hour in length,

- no student shall enter the examination room later than 15 mins after the examination has commenced nor shall any student be allowed to leave the examination half an hour from the conclusion of the examination – for exams up to 1 hour in length,
- Students who are late to the examination may be allowed in the room if the invigilator determines it will not unduly disrupt the other students,
- Students who are admitted late to an exam room will not be given additional time to complete the examination,
- No student, having once left the examination room, shall be permitted to return unless during such absence he/she has been under supervision,
- Invigilators shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination,
- Invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the exam,
- If a student who is sitting an exam is overcome by illness or some other condition, then they may leave the exam. The Lecturer will advise Student Administration that the student left the room early. It is the student's responsibility to discuss next steps with either the Campus Manager or their Head of Department. Next steps could include but are not limited to:
  - Resitting the exam,
  - Having the exam script marked and a grade given based on expected performance,
- Only some resources and/or materials are permitted for student use during an examination. Restrictions apply to specific items which include calculators and other electronic devices, mobile phones, books, notes and other materials. Resources and/or materials that are authorised for use in examinations are specified in the unit profile.

#### 4.9.1 Viewing the exam script

Students will be permitted to view their exam script under the following conditions:

- Students may view an exam script only after results have been finalised and published for the unit to which that exam script relates,
- When viewing an exam script the student is not permitted to be accompanied by another person (such as a friend, agent or parent),
- An exam script will be viewed in the presence of a staff member assigned to such duty,
- The student is permitted to take notes, but not to make notes on, or otherwise deface, the exam paper.

#### 4.10 APPLYING FOR RECOGNITION OF PRIOR LEARNING (RPL)

Recognition of Prior Learning is a form of assessment and as such the rigour applied to determining the outcome of such assessments is consistent with that applied to the determining the outcome of all other assessments including attention to academic misconduct and academic integrity issues.

For RPL for each unit in any course:

- The student is informed prior to enrolment and at the orientation that if they have relevant prior learning then they may be eligible for RPL,
- The student must identify the units(s) for which they want to receive recognition using the relevant application form.

An *Application for Recognition of Prior Learning* must be submitted listing each unit for which the student requests the RPL to apply. An application is not required if a student is being awarded credit as stipulated in an articulation or RPL agreement in place with another institution, either in Australia or overseas.

Students can submit an *Application for Recognition of Prior Learning* for a unit(s) no later than 10 business days prior to the Census Date for the study period to which the RPL would be applied, if granted.

If a student is currently enrolled in that unit, and classes have commenced, they must attend those classes until they receive written advice as to the outcome of their application for RPL.

Applicants must provide the following evidence to support their application for RPL:

- Certified copies of qualifications and/or academic transcripts for the previous formal studies, and
- Descriptions of the units of study from previous institutions, or
- Other documentation sufficient to demonstrate proficiency as a result of prior learning and/or relevant professional experience.

The evidence must demonstrate equivalence between their skills and knowledge and the learning outcomes of that unit as specified in the unit outline.

Completed forms must be returned to Student Administration during business hours.

Student Administration will review the application for completeness. They are not responsible for assessing the application to determine if the application for RPL is or is not successful.

Student Administration:

- If the application is complete, the documentation is given to the relevant Head of Department for assessment.
- If the application is incomplete, the documentation is returned to the student. The student can re-submit their application for RPL when they have all the necessary documentation.

A Head of Department will review a student's application for recognition of prior learning to confirm that the evidence presented proves the student's knowledge and skills is equivalent to at least 80% of the learning outcomes of the unit.

- If the evidence provided with the application form satisfactorily meets the course and learning outcomes then the student following further discussion with the Head of Department, submits additional evidence to demonstrate required knowledge at the relevant AQF level if required,
- If the evidence provided does not satisfactorily meet these requirements, then the student is advised that the application for RPL is unsuccessful,
- The student may be requested by the Head of Department to undertake additional assessment, consistent with the assessments provided to students undertaking the unit, where the evidence provided does not clearly demonstrate the knowledge requirements,
- When the student has provided evidence that demonstrates all requirements of the unit are met, the Head of Department will approve the application, making relevant notes on the submission to support their decision. The Head of Department will then return the RPL application to their Campus Manager. The Campus Manager will then advise the student in writing of the outcome of their application. This process usually takes no longer than five (5) business days. When the RPL decision has been communicated to the student, and if they have been attending class waiting for the decision, then they are no longer required to attend class if their application has been approved.

The Campus Manager gives the RPL Application and documentation to Student Administration to record all details into the student's record, including scanning the application, all RPL evidence and written advice of the outcome of the assessment.

Students who have successfully applied for RPL will receive an RPL grade on their transcript for that unit.

If attending classes pending a decision, and where the application was unsuccessful, the student must continue with their studies in that unit, submitting all assessment tasks as required.

Students who are dissatisfied with that decision may appeal against it. They must attend classes for that unit while the appeal is being managed.

After any RPL is granted the student's record and file is amended accordingly - (for international students DoHA via PRISMS will be notified if the success of RPL results in the period of study being shortened and a new CoE issued)

JMC Academy reserves the right to:

- Contact any authority/institution/person who is not legally bound to confidentiality to verify provided information,
- Reverse the grant of some RPL grades if the student decides to exit with the lower award and the number of RPLs granted for that award exceed the maximum limit as specified in 4.14.

#### 4.11 WORKPLACE INTEGRATED LEARNING (INTERNSHIP) ASSESSMENT

JMC Academy offers its students the opportunity to undertake Experiential Education by way of Work Integrated Learning (WIL) unit:

At JMC Academy these experiences are referred to as 'internships'. Internships are not jobs; rather they provide JMC Academy students with a structured real-world work experience, aligned to academic outcomes, as part of their preparation for making the transition from student to graduate.

WIL (Internship) is a formal unit available in trimesters 5/6 of all degree courses of JMC Academy and as it is a unit in the course then it has assessments which are expressed, designed and developed as for any other unit conducted by JMC Academy. The assessments of the internship unit, including those related to work undertaken in the workplace, have rubrics which enable the lecturer and student to know what delineates various grades.

#### 4.12 ASSESSMENT SUBMISSION

Assessments are submitted at the time and in the form specified in the assessment advice.

- Students must submit their assessment as per the instructions provided in the Unit Outline.
- Students are responsible for keeping at least one additional copy of all their assessment tasks in their possession.
- Students cannot expect lecturers to accept an assessment task on their behalf and submit it for them.
- Students cannot appeal against any assessment decision based on the fact that a third party, including a lecturer, failed to submit an assessment on their behalf.

#### 4.12.1 Submitting via the LMS

- Students must follow the instructions in the relevant unit room (Unit Outline) to submit their assessment online, on or before the assessment due date no later than 11.59pm. Students who attempt to submit their assessment five (5) days after the due date will find that their access to the submission portal is denied.
- Students are advised to take a screen shot of LMS when they have successfully submitted their assignment.
- Should a student have any trouble submitting via LMS, they must send an email to their lecturer or Head of Department immediately, as a record of their issue. Students must then contact their Head of Department no later than the next business day to make alternate arrangements to submit their assessment, or to have the LMS issue resolved.

#### 4.12.2 Submitting to the exam supervisor/invigilator

- Students must give their exam script to the exam supervisor and have their name marked off on the roll to confirm submission.
- Students cannot leave the exam room until they have handed in their exam script.

#### 4.12.3 Submitting to Administration

- Students must submit their assessment, no later than 4pm on the Friday of the week the assessment is due, to Student Administration and sign the Assessment Register.
- Lecturers are required to sign the Assessment Register when they collect any assessments from Student Administration.
- Student Administration cannot accept assessments presented five (5) days after the due date.

#### 4.12.4 Any other means of submission

Other means of submission as prescribed in the Unit Outline might include but is not limited to:

- USB,
- Drop Box,
- VIMEO,
- In Class.

### 4.13 ASSESSMENT MARKING

All types of assessment tasks are distributed to appropriately qualified markers for grading.

- Assessments are graded in accordance with instructions and with reference to the rubrics.
- Identification of alleged academic misconduct is referred to the relevant Head of Department immediately and managed as per the JMC Academy's Academic Integrity Policy and related procedures.
- Assessment results are returned to Student Administration within seven (7) business days of going out to suitably qualified and experienced assessors for marking.
- Student administration enters results into the student management system within two (2) business days of results being returned.
- Graded assessment tasks are returned to Student Administration.
- Each Head of Department in collaboration with the Campus Manager reviews all assessment marks for their campus, checks for inconsistencies, and reviews any final grades that may qualify for a Conceded Pass.
- When satisfied with the grades, Heads of Department forward their approval for publication to the Campus Manager.

- Where there are outstanding results, both the Head of Department and the Campus Manager will deal with this as a matter of urgency.
- At no stage are any the JMC Academy staff permitted to communicate to a student their results prior to their publication.

#### 4.14 ASSESSMENT GRADES

JMC Academy uses this grading system:

Code	Full title	Explanation	Assessment	Diploma/Graduate Diploma	Bachelor	Master
RPL	Recognition of Prior Learning	Student has provided verified documentary evidence that they already have gained the skills and knowledge in a specific unit through a combination of study, life and work experience.	Not applicable	Applicable A maximum of 24 credit points	Applicable A maximum of 72 credit points	Applicable A maximum of 48 credit points
LW	Late Withdrawal	Any withdrawal after Census and before week 8	Not applicable	Applicable	Applicable	Applicable
W	Withdrawn	Anything before Census	Not applicable	Applicable	Applicable	Applicable
CP	Conceded Pass	47% or 48% or 49% See rules for awarding CP - Grading in JMC Academy Higher Education Courses Policy	Not applicable	Applicable Max one (1)	Applicable Max two (2) CPs (One (1) per Study period)	Applicable Max two (2) CPs (One (1) per Study period)
F	Fail	< 50% and was not awarded a Conceded Pass OR Withdrawal after week 8	Applicable	Applicable	Applicable	Applicable
P	Pass	50% to less than 65%	Applicable	Applicable	Applicable	Applicable
C	Credit	65% to less than 75%	Applicable	Applicable	Applicable	Applicable
D	Distinction	75% to less than 85%	Applicable	Applicable	Applicable	Applicable
HD	High Distinction	85% and up to and including 100%	Applicable	Applicable	Applicable	Applicable

## 4.15 LATE SUBMISSION PENALTIES AND RE-SUBMISSION OPTIONS

### 4.15.1 General Guidelines

Assessments submitted up to five (5) days late are penalised 5 points of the total mark applied per day for the assessment.

Assessments submitted later than five (5) days will NOT be accepted and will automatically receive a zero (0) mark and the assessment task will be recorded as a Fail in the student's record.

If a valid medical certificate has been provided, then students can only submit their assessment the same number of days late as their certificate records they were unwell.

Students will be penalised 5 marks for each day beyond the 'return to work' date on the certificate, up to and including five (5) days after that date. Assessments submitted later than that date cannot be accepted and will automatically receive a zero (0) mark and the assessment task will be recorded as a Fail in the student's record.

Unless the student is in the first study period of the first year of their course, students are not permitted to resubmit their assessment.

As there is no such thing as a 'late' sitting of an exam, this penalty scheme does not apply.

	1 day late	2 days late	3 days late	4 days late	5 days late	6 days late
11.50pm due date	Submit after 12.10am next day	After 12.10am next day				
No penalty; original mark	Lose 5 marks	Lose 10 marks	Lose 15 marks	Lose 20 marks	Lose 25 marks	0 (zero) marks awarded

For all submissions, days are counted as calendar days.

### 4.15.2 Undergraduate Trimester I Students Only - in their first study block

To assist students who are in their first trimester of study familiarise themselves with JMC Academy's assessment procedures, these students are granted a one trimester "grace period" called 'Hand-In' Transition Assistance Program (TAP). TAP program has been explicitly designed to support undergraduate students in their transition to the higher education environment.

This means that students who submitted their assignment and receive a grade less than 50%, on their first attempt on any of their given assessment tasks, have the option to resubmit (resit exams).

The following procedure applies for students in this situation.

- Students who submit their assessment task on or before the due date and receive a pass grade have passed that assessment task.
- Students who submit their assessment task on or before the due date and receive a grade of less than 50% are allowed one more attempt to submit their assessment task. Students must resubmit their assessment task no later than five (5) days from receiving their grades. Maximum grade student is able to receive for their resubmitted assessment is 50% - Pass.

- Students who submit their assessment task after the assessment due date are penalised 2 marks of their total mark for the assessment, applied per day for up to ten (10) days. Student may lose maximum 20 marks for the assessment in total. Resubmission is not permitted.
- Assessments submitted later than ten (10) days after the assessment due date cannot be accepted and will automatically receive a zero (0) mark and the assessment task will be recorded as a Fail in the student's record. Resubmission will not be permitted.
- Assessments not submitted at all, and submission due date has passed will automatically receive a zero (0) mark and the assessment task will be recorded as a Fail in the student's record.

Campus Administration compiles the list of students who did not submit their assessment piece and advises the respective Head of Department.

Students in their first trimester of study who have "failed to submit" their assessment task on or before the due date are contacted by Academic Support Services and/or lecturers to inform them about the academic support options available at their campus to assist them to complete their assessment task usually within 3 business days. (This may include extended deadlines or help with their submission process.)

Students in their first trimester of study who choose not to exercise their option to resubmit any of their assessment tasks for a unit cannot take a 'rain check' and the grade for that assessment task will be recorded as 'Fail'.

For all submissions, days are counted as calendar days.

#### 4.15.3 Last Assessment to Complete the Bachelor Award

Students in their last study period who submit their last assessment piece in any unit enrolled in that study period – which would complete their Bachelor award if successful – on or before the due date and receive a grade of less than 50%, have the option to resubmit (resit exams). Students must resubmit their assessment task no later than five (5) days from receiving their grades. Maximum grade student is able to receive for their resubmitted assessment is 50% - Pass.

For late submissions normal penalty rates apply and resubmission will not be permitted.

For all submissions, days are counted as calendar days.

#### 4.16 REQUESTING A REMARK OF AN ASSESSMENT ITEM

A student may request a remark of the assessment task if they think the mark awarded does not reflect their performance with respect to the published criteria for the piece of assessment.

- Requests for re-mark must be made on the *Application for Assessment Re-mark* form.
- Request for a re-mark must be made no later than ten (10) business days of publication of the assessment mark.
- Requests for a re-mark received after this time cannot be processed.
- The completed *Application for Assessment Re-mark* form can be handed in to Administration during normal business hours or submitted via email.
- The request will be forwarded to the relevant Head of Department. That Head of Department will arrange for the assessment to be re-marked by a suitably qualified person.
- A student's grade can stand or improve.
- The Head of Department will inform the Campus Manager of the revised mark.
- The Campus Manager will amend the student's result/s in the student management system

- The Campus Manager will let the student know about the outcome of their request.

#### 4.17 RETENTION OF ASSESSMENT MATERIALS

JMC Academy retains copies of all assignments, examination booklets and other assessment materials for a period of 2 years post the completion date of the unit.

JMC Academy will also keep the following student completed assessment in relation to each unit until the end of the trimester following the completion of the assessment tasks.

- A copy of all completed student assessment tasks, including tests, assignments, role plays, projects, videos, films, audio recordings etc. for the unit,
- A copy of any workplace log or workbook used by students to satisfy assessment requirements of any WIL part of assessment including a copy of at least one sample of a completed workbook.

Where it is impracticable to retain actual student assessment material such as short films, computer games, observations of performances, JMC Academy will retain an assessor's completed marking guide, criteria, and observation checklist for each student with enough detail to demonstrate the assessor's judgement of the student's performance.

#### 4.18 REASONABLE ADJUSTMENT

The JMC Academy policies include reasonable assessment adjustment provisions and access and equity principles. Reasonable adjustment is provided for participants with special learning needs (such as a disability or learning difficulty) according to the nature of the learning need, or applied based on approved Special Consideration application. Assessment can be adjusted to suit individual student needs if required and will be endorsed by the HoD.

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the unit. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment.

A review of existing capabilities including literacy and numeracy of all students will be carried out prior to commencement of the unit.

The learning needs identified from this review will form the basis of any adjustment to the teaching program and assessment strategies. Any adjustments will be recorded in the student file and will not compromise the academic standard.

#### 4.19 STUDENTS AT RISK

'At Risk' label in this section applies to those students who either are not meeting the requirements of the unit or for whom a staff member has deemed that the student is unlikely to meet the requirements of the unit. Following such informal assessments of a student's performance in a unit and the effectiveness of the various intervention measures pursued by the staff and the student, the academic progress of a student may be considered unsatisfactory.

Students considered 'at risk' would normally fall within one (or more) of the following sub-sections.

- Students who at enrolment are considered to be potentially at risk of non-completion without a structured academic support program:
  - Students who have not completed Year 12 or equivalent,
  - Students who have experienced 'educational disadvantage' (this may include but is not limited to illness, disability, disrupted education, family problems or misadventure),
  - Students for whom English is a second language,
  - International students who satisfy the academic entry criteria, but the International Services Office has concerns about the quality of education in the student's home country or the student's recent educational performance is not strong,

- Students in their first study period who have been identified to be at risk of non-completion of a unit through the failure, or non-submission of an assessment item,
- Students who during the course of their studies fall in Conditional/Encumbered or Unsatisfactory or Academic Progression category,
- Students who have experienced 'educational disadvantage' (because of illness, disability, disrupted education, family problems or misadventure),
- Any students who have been referred directly by Senior Academic Staff.

For a wide range of support methods and practices offered to 'at risk' students please refer to Support and Intervention Strategy Policy and Procedure.

#### 4.20 SPECIAL CONSIDERATION

A Head of Department, on application from the student, may apply special consideration to a student in any unit and in respect of any assessment item.

A student may be eligible for Special Consideration if:

- The student has been affected by unexpected or extenuating circumstances,
- The circumstances were outside the student's control and for which student had no opportunity to prepare themselves in advance, and
- The circumstances made it impracticable for the student to complete the requirements for the assessment/s, and
- The circumstances made their full impact on the student after census date for the unit of study in question,
- Serious disadvantage when the assessment item was attempted.

Where the student has been unable to attempt the assessment item, the student may apply for an extension of time.

Requests for special consideration must be made using relevant application form and accompanied by appropriate documentary evidence. Where it is not possible to provide supporting documentation, the student may be required to make a Statutory Declaration – at the discretion of JMC Academy. Requests must be submitted to Campus Administration prior to the assessment due date, but in any event no later than three (3) working days before the assessment due date. Application for Special Consideration are reviewed and approved by the relevant Head of Department.

Special consideration may take the following form:

- No action,
- Grant extension for maximum of 10 days (longer extensions are granted at the discretion of JMC Academy and upon approval of the Director of Education),
- Grant of an alternative assessment,
- Grant of attendance adjustment,
- Grant of the exam result adjustment,
- Grant of the resubmission of the assessment task or re-sit of the exam,
- Grant of the aegrotat assessment.

An alternative assessment task provides an opportunity for the student to demonstrate competency similar to those related to the original assessment task; for example, an oral examination may take the place of a written examination.

A replacement assessment task is one that resembles the original assessment item as closely as possible and will have been appropriately validated prior to use.

#### 4.21 APPLYING FOR ASSESSMENT EXTENSION

- Students may apply for an Assessment Extension for a particular assessment's due date by completing a relevant application form a minimum of three (3) business days prior to the assessment due date; this includes exams.
- Requests for extensions received one (1) or two (2) business days prior to the assessment due date will not be considered.
- A student can apply for an extension for all assessment tasks in a unit but must apply for each extension separately.
- Students can only apply for an extension once for any one assessment.
- An extension application must have supporting documentation.
- It is at the discretion of the respective Head of Department to approve or deny the request for extension and Campus Manager to authorise this decision.
- Head of Department and/or Campus Manager will monitor all extension requests, and when required meet with the student to discuss their circumstances and possible options.
- Student Administration will provide the student with written advice of their decision usually within 1-2 business days of receiving the request.
- When the deferral of the examination is granted, student will need to organise a new examination date with their Head of Department.
- Students will only ever be given up to five (5) days extension from the due date of the assessment. Extensions exceeding five (5) days may be granted based on Special Consideration application or approved by the Director of Education when referred by Campus Manager and/or Head of Department. During this period of extension, no other student can be given feedback on their submitted assessment.

*JMC Academy reserves the rights to apply 'blanket extensions' in the event that an entire unit is affected. These extensions are only applied when students are not able to submit an assessment piece on time due to JMC Academy's or third party's defaulting.*

#### 4.22 ASSESSMENT APPEALS

The Student Complaints and Appeals Procedure indicates that a formal appeal can be made for one or more of the following reasons:

- The student believes that the decision contravenes a relevant published rule or policy,
- The student can provide new evidence that potentially could change the outcome,
- The student believes the procedure was unfair. In this case, they must refer to the Statement of JMC Academy Principles of Procedural Fairness.

In addition, the grounds for appeals in relation to decisions on assessment grades can also include:

- an error has occurred in the calculation of the grade, or/and
- the assessment did not comply with criteria published in the course guide or other course/unit assessment information, or/and
- the assessment process did not comply with the JMC Academy's policies on assessment.

A student must submit the appeal in writing, using the Application to Lodge an Appeal Form addressed to the Campus Manager within ten (10) business days of the notification of the outcome of the formal resolution process or decision of JMC Academy and must include justification for the appeal.

## 4.23 RESPONSIBILITIES

### 4.23.1 Lecturers

- Lecturers are responsible for conveying clear advice to students about:
  - the aims and objectives of the unit,
  - the assessment requirements,
  - the relationship between the assessment methods and the expected learning outcomes, and
  - the criteria against which individual assessment items are judged.
- Lecturers are required to determine whether all assessment tasks have been appropriately completed and accurately and completely assessed consistent with the established criteria used for judging the quality of performance.
- In the case of student's written work to also conduct integrity tests such as TurnItIn scanning.
- Lecturers are required to provide timely written feedback to students on their performance in assessment items conducted during the trimester. Lecturers should give guidance to students and comment on work presented for assessment during the semester through written comments or other suitable means. Lecturers should be prepared and make themselves available to discuss with students their performance regarding an assessment.
- Lecturers are required to submit assessment documentation to the HOD within the specified time frame.
- Lecturers are required to participate in relevant moderation activities.
- Lecturers are required to ensure that they possess academic qualifications at least one AQF level higher (or equivalent) than the unit level being delivered and assessed.

### 4.23.2 Students

- Students have a responsibility to ensure that they have a clear understanding about:
  - the purpose of each unit in the course,
  - the assessment requirements,
  - the relationship between the assessment methods and the expected learning outcomes, and
  - the criteria against which individual assessment items are to be judged.
- Students must ensure that all required assessment tasks
  - have been appropriately completed,
  - are consistent with the established criteria used for judging the quality of performance,
  - are submitted or undertaken by the specified time,
  - are submitted with the appropriate cover sheet.
- Students must retain any receipt given by the lecturer or administration for submitted assessments.
- Students have a responsibility to ensure that all assessments are their own work, have not been plagiarised or otherwise produced by cheating, copying or collusion. Students must declare that their work is authentic (own work); is free from plagiarism; has not been copied or otherwise prepared by colluding with others; and has not been produced by cheating or use of model answers.
- Students have a responsibility to ensure that they understand the written feedback provided by lecturers on their performance in assessment tasks conducted during the trimester.
- Students have a responsibility to attend any meetings called to discuss their academic performance and to abide by any support and intervention strategies that have been mutually agreed with the lecturer and/or Head of Department and/or Campus Manager.

### 4.23.3 Heads of Departments

The relevant HOD/Campus Manager/or nominee is responsible for:

- Scrutinising a sample of student assessments that have been marked by lecturers prior to storage,
- Consulting relevant lecturers regarding any queries concerning their marking,
- Determining the outcome of applications from students for special consideration, assessment extension, and RPL,
- Dealing with allegations of academic misconduct,
- Assessing student progression,
- Determining the recipients of prizes and awards of best/outstanding student,
- Monitoring the outcome of assessment processes,
- Identifying units in which the outcomes are unsatisfactory and providing advice to lecturers on actions to improve assessment outcomes,
- Providing advice to lecturers on assessment methods, performance indicators and the need to review unit profile,
- Moderating assessments.

### 4.24 LOST ASSESSMENT ITEMS - GUIDELINES

All staff who, through their involvement in the assessment process, handle student assessment items, are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. In spite of proper care being taken, there may be instances where a student's assessment item is unable to be located.

Students are required to keep a copy of assignments, reports, etc. before they lodge the item for assessment.

Where there are reasonable grounds to believe that the assessment item was submitted correctly but the lecturer is unable to locate the item and no copy is available, the lecturer should take appropriate remedial action depending on the specific circumstances of the case.

In all instances, the lecturer is required to advise the HOD of the problem and the proposed remedial action.

Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the lecturer may make representation to the HoD seeking approval for the student to be given an opportunity to re-submit the work.

In each case, the lecturer is required to inform the student of the problem and the remedial action that has been taken. The student may appeal against the particular action through the Complaints and Appeals process.

### 4.25 MODERATION/VALIDATION OF ASSESSMENTS

The purpose of moderation/validation of assessments conducted at JMC Academy is to ensure that:

- Assessments are valid and reliable, and
- Assessments allow for sufficient demonstration of capability by the student at the appropriate AQF level, and
- Assessments meet the requirements of the specified unit learning outcomes, and
- Assessment criteria have been applied consistently, and
- Differences in academic decisions of individual assessors have been identified and mitigated.

Each discipline-based C&D Committee implements a plan for ongoing systematic moderation/validation of assessments and judgements that includes for each course provided within the discipline by JMC Academy:

- When assessment moderation/validation will occur,
- Which units will be the focus of the moderation/validation,
- Who will lead and participate in moderation/validation activities, and
- How the outcomes of these activities will be documented and acted upon.

In addition to the plan, if an issue is identified with a unit at a Curriculum and Delivery Committee meeting (for example during the study period reviews of grades and student satisfaction), members of the committee can initiate an assessment moderation process as well.

Each schedule of moderation/validation activities developed by the C&D Committee is lodged with the Education Team.

JMC Academy conducts pre-use moderation/validation activities during the planning and designing of assessments. Pre-use moderation/validation involves consideration on whether the assessment tasks under consideration, which are yet to be used, address the requirements of the learning outcomes for the unit and whether sufficient assessment is being undertaken to enable the student to demonstrate capability at the appropriate AQF level.

Post-use moderation includes reviewing a sample of completed assessments and making recommendations for future improvements to the assessment tasks processes and/or outcomes. Moderation is regarded by JMC Academy as an ongoing activity.

It is intended as far as possible that all assessments for all units will be subject to pre-use moderation/validation.

For post-use moderation/validation it is intended that the assessment tasks of at least 2 units of each course will be subject to moderation/validation every trimester.

For each unit for post-use moderation/validation the discipline-based C&D Committee will follow the following process:

- Data relevant to the units under consideration is collected from each campus. This can include but is not limited to:
  - grades (study period review data),
  - student survey feedback,
  - complaints,
  - requests for remarks or assessment appeals,
  - lecturer feedback,
  - Academic Support Services feedback,
  - Campus Manager feedback,
  - sample of a fail, pass, credit, distinction, and high distinction submissions from each campus,
  - the sample size for each unit should be statistically valid with no less than 10% of the total students undertaking the assessments,
  - at any time during this process, the discipline-based C&D Committee can seek additional data from the same or other sources if they think it will add value to the moderation process.
- All members of the discipline-based C&D Committee contribute to an analysis of the data against the following criteria:

- the assessments are consistent with those specified in the unit outline,
  - the assessment rubrics have been followed in awarding grades,
  - grades awarded are consistent between standards of submissions,
  - the level of student satisfaction with the assessment instructions,
  - the level of student satisfaction with the time allocated to do the assessment task,
  - the level of student satisfaction with the resources provided,
  - the level of student satisfaction with constructive feedback from the lecturer,
  - the level of lecturer satisfaction that the assessment task allows for students to appropriately demonstrate the level of their knowledge, skills and application of those skills.
- All discipline-based C&D Committee members contribute to the Moderation/Validation Report, with recommendations:
    - based on their analysis of the data and their findings, the committee members prepare a Moderation/Validation Report, including any recommendations for the next scheduled meeting of the Learning and Teaching Committee,
    - the Learning and Teaching Committee considers the recommendations, and depending on their delegated authority either approves actions or notes receipt of the Moderation/Validation Report/s and includes the Report in their minutes for presentation at the next scheduled meeting of the Academic Board,
    - the Academic Board considers the Moderation Report/s, noting their approval or otherwise of the recommendations,
    - the Education Team is responsible for letting the Heads of Department know of the outcomes of the Academic Board's considerations,
    - the Chair of LTC is responsible for letting the Learning and Teaching Committee know at their next scheduled meeting the outcome of the Academic Board's considerations of any Moderation/Validation Report tabled.
  - All Heads of Department contribute to any changes that can be made to the assessment task, or any other unit of study collateral.
  - Updated assessment tasks are published as per procedure detailed above.

## 5. COMPLAINTS and APPEALS

Students may access the Student Complaints and Appeals Policy and its associated procedures to appeal against any decisions made under this procedure.

## 6. POSITIONS RESPONSIBLE FOR IMPLEMENTING PROCEDURE

- Students
- Administration
- Academic Support Services
- Heads of Departments
- Campus Manager
- Director of Education
- Chief Executive Officer
- Academic Board
- Learning and Teaching Committee
- Curriculum and Delivery Committee

## 7. RELATED DOCUMENTS

- Support and Intervention Strategy Policy
- Support and Intervention Strategy Procedure

- Academic Progression Policy
- Diversity, Equity and Inclusion Policy
- Monitoring Workload of International Students Policy
- Monitoring Workload of All Students Procedure
- Grading in JMC Academy Higher Education Courses Policy
- Awarding of Credit Points for Prior Learning Policy
- Deferring, Suspending and Cancelling Student’s Enrolment Policy
- Deferring, Suspending and Cancelling International Student’s Enrolment Procedure
- Deferring, Suspending and Cancelling Domestic Student’s Enrolment Procedure
- Selection of Students into Undergraduate Courses Policy
- Student Complaints and Appeals Policy
- Academic Integrity Policy
- Managing Academic Misconduct (Students) Procedure
- Managing Academic Misconduct (Staff) Procedure
- Schedule A: Academic Quality Assurance Framework
- JMC Academy Glossary

## 8. RELATED LEGISLATION

This Procedure supports JMC Academy’s compliance with the following legislation:

- Higher Education Support Act 2003 (Cth),
- Higher Education Standards Framework (Threshold Standards) 2015,
- Education Services for Overseas Students (ESOS) Act 2000 (Cth),
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
  - ESOS National Code 2018, Part B, Standard 2

## 9. PROCEDURE REVIEW DATE

10<sup>th</sup> September, 2022

## 10. VERSION CONTROL

Title	<i>Assessment Management Procedure</i>			
Maintained By	Education Team			
Approving Authority	Governing Council			
Approved Date	10/09/2019			
Version Number	Modified By	Modifications Made	Date Modified	Status
			31/05/2011	Approved
2.0	S. Stanford	Attempt to create a comprehensive procedure, including details of current practice referred to in student handbook but not in any policy, for example late submissions and the 'hand in' procedure.	15/05/2017	superseded
2.1	S. Stanford	Meeting with Campus Managers (18 May 2017) to seek clarification on the assessment hand in and receipting processes, the publishing of unit outlines, and the publication of the assessment schedule meant changes needed to be made to the document to include and properly reflect those processes	19/05/2017	superseded
2.2	G. Jedlinska M. Hafda S. Stanford	Campus Managers have now met with all Heads of Department to get their feedback on the document. All feedback collected and incorporated into this draft.	07/03/2018	Presented at the meeting of the Learning and Teaching Committee on February 16, 2018 and recommended to the Academic Board for approval, with the required amendment of 5% to 5 marks as a penalty for late submission. AB approved
2.3	G. Jedlinska M. Hafda	Amended 'Hand In' process Penalty changed from 5 marks to 2 marks.	14/05/2018	Approved by the Academic Board on 17/05/2018

2.4	G. Jedlinska M. Hafda	- 'Last assessment to complete the Bachelor award' section added - Amended approval matrix for assessment extension.	05/07/2018	Approved by S. Stanford as a health Check on 01/08/2018
2.5	G. Jedlinska	Reformatted, added 'Related Documents' and 'Related Legislation' sections	13/09/2018	Superseded
2.6	M. Hafda	Updated section 5, Complaints and Appeals	11/10/2018	Superseded
2.7	G. Jedlinska	Fail due to late withdrawal changed to week 8	10/01/2019	Approved by S. Stanford as a Health Check on 10/01/2019 Superseded
2.8	G. Jedlinska	RPL rule changed from number of units to number of credit points	29/01/2019	Approved by S. Stanford as a Health Check on 30/01/219 Superseded
2.9	G. Jedlinska	Section 4.4.16 Academic Integrity added	18/03/2019	Approved by G. Markakis as a Health Check on 19/03/2019 Superseded
3.0	G. Jedlinska R. Gullan	Redeveloped and strengthened to better reference HESF (Threshold Standards) Included WIL Assessment Included RPL and Grades for postgraduate Courses Retention of assessment materials added Role and responsibilities of AB, LTC CAC and CDC are aligned with the JMC Academy Governing Charter.	12/08/2019	Academic Aspects approved by the Academic Board on 09/08/2019 Approved by the Governing Council on 10/09/2019 Current

## References and Acknowledgments

This procedure was initially developed with reference to the relevant policies and procedures of the following institutions:

- Macquarie University (2013), Assessing Student Achievement of Learning Outcomes.
- University of Ballarat, Moderation of Assessment (Higher Education) Procedure, July 2013
- Ozford Institute of Higher Education Assessment procedure August 2018
- <https://www.aqf.edu.au/what-is-the-aqf>