

# Assessment Management

Policy and Procedure

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## 1. PURPOSE

The purpose of the Assessment Management Policy and Procedure is to:

- Outline JMC Academy's commitment to the design and delivery of assessment that facilitates students achieving the specified learning outcomes of its programs,
- Acknowledge that assessment serves a range of purposes and is an integral part of the learning process for students,
- Ensure JMC Academy recognises the significance of employing a range of assessment techniques to foster curiosity, experimentation, critical appraisal and integrity within students and staff,
- Define procedures for conducting examinations,
- Set out steps for planning, conducting and moderating assessments to ensure the integrity of the Australian Qualifications (AQF) level of the registered qualification,
- Ensure the academic standards of JMC Academy are maintained and safeguarded.

## 2. SCOPE

The Assessment Management Policy and Procedure is applicable to all JMC Academy Higher Education students and staff.

For the purpose of this policy and procedure, staff includes all employees, contracted lecturers and tutors, internship and/or work placement co-ordinators, and occasional guest-lecturers/teachers/instructors/speakers at JMC Academy.

## 3. DEFINITIONS

All definitions are located in the *JMC Academy Glossary*.

## 4. POLICY

- 4.1. Assessment tasks are student's opportunity to demonstrate to their depth and breadth of their skill and knowledge in relation to specific learning outcomes. They are a key feature of all JMC Academy's curriculum and reflect JMC's commitment to "learning by doing" and concomitant critical thinking and analysis of that process. The management of assessment tasks by students is an indication of their ability to manage higher education. Management of assessment procedures are an indication of JMC Academy's maturity as a provider of higher education.
- 4.2. Students' work is assessed against stated criteria that reflect the learning outcomes of the unit.
- 4.3. JMC Academy's approach to assessing the progress and achievement of students against course objectives and unit learning outcomes must be of a high quality, effective, and acceptable to stakeholders including professional bodies and students.
- 4.4. JMC Academy places the highest possible value on academic integrity and undertakes assessment in this context.
- 4.5. Reasonable opportunities for students to demonstrate their achievement of unit learning outcomes will be considered in the writing of assessments.

- 4.6. Assessments inevitably shape the quality and volume of learning that occurs; assessments will reflect the learning requirements of the unit; what students learn and how they learn.
- 4.7. JMC Academy ensures all assessments will be:
  - 4.7.1. Authentic, inclusive, valid, and equitable,
  - 4.7.2. Evaluated periodically.
- 4.8. Assessments are designed to ensure:
  - 4.8.1. Consistency with the aims and desired learning outcomes,
  - 4.8.2. Appropriate number and range of formats,
  - 4.8.3. Relative weightings and workload are included,
  - 4.8.4. Workloads for both students and staff consistent are with the credit points allocated,
  - 4.8.5. Academic standards are achieved and maintained,
  - 4.8.6. Students have sufficient time for their completion,
  - 4.8.7. Marked and graded fairly and promptly, accurately documented and disseminated.
  - 4.8.8. Students have reasonable redress in cases where they feel that unfair assessment has occurred,
  - 4.8.9. Assessment principles and rules of evidence are adhered to,
  - 4.8.10. Graduate attributes embedded within the qualification are addressed,
  - 4.8.11. Accountabilities to regulatory bodies, industry/employers and the wider community are met, and
  - 4.8.12. Compliance with the formal certification of achievements for external audiences.
- 4.9. All assessments are clearly aligned to learning outcomes and course objectives. The assessments as stated in the unit outlines are fair, consistently applied, and set at a level consistent with the requirements of the relevant AQF level of the qualification and with the standards expected of Australian Universities and all other Higher Education Providers.
- 4.10. The unit outline will be provided to students in the first teaching week of the unit and made available in Learning Management System. Within the unit outlines, students will clearly be informed about:
  - 4.10.1. The expectations of assessment,
  - 4.10.2. The requirements of assessment tasks,
  - 4.10.3. The marking criteria and standards for each assessment task,
  - 4.10.4. The submission dates and presentation requirements, and
  - 4.10.5. Provision for extension and resubmissions.
- 4.11. JMC Academy ensures that all types of assessment can confirm all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.
- 4.12. Marking will be conducted in a way that is consistent with any specified criteria and standards for the task.
- 4.13. Students and staff need to be aware of policies relating to assessment, academic integrity and appeals. Students will be advised in the unit outline about academic integrity and academic misconduct including plagiarism.
- 4.14. Students at JMC Academy are responsible for ensuring that that they are aware of their assessment requirements and comply accordingly. At JMC Academy, students are expected to:

- 4.14.1. Adhere to high standards of academic integrity and honesty at all times,
  - 4.14.2. Comply with the JMC Academy's Academic Integrity Policy and Procedure,
  - 4.14.3. Submit assessments on time,
  - 4.14.4. Strive to achieve the best results possible, and
  - 4.14.5. Note and reflect upon feedback provided, incorporating that feedback into future learning and assessment.
- 4.15. Students will be provided with feedback on their work in a timely manner. The feedback will:
- 4.15.1. Assist students in preparing for future assessment tasks,
  - 4.15.2. Enable students to make judgements about their learning and how they can improve their learning outcomes, and
  - 4.15.3. Allow evaluation of work against assessment criteria and standards.
- 4.16. Students will be informed and made aware of their rights to:
- 4.16.1. Apply for reasonable adjustments in the assessment types of a unit due to a disability, impairment, or medical condition,
  - 4.16.2. Apply for an assessment re-mark, or appeal the result of an assessment, and
  - 4.16.3. Request re-assessment under special consideration provisions.
- 4.17. JMC Academy is committed, through moderation of assessment, to ensure that:
- 4.17.1. The principles set out in this Policy and Procedure are applied consistently across JMC Academy and its programs,
  - 4.17.2. Student performance is fairly and consistently judged within the same course of study, across all JMC Academy campuses,
  - 4.17.3. The standards expected of, and achieved by, students are appropriate, reliable, and comparable to good practice at JMC Academy and comparable qualifications nationally and internationally,
  - 4.17.4. Assessment is valid and reliable,
  - 4.17.5. Assessment allows for sufficient demonstration of capability by the student at the appropriate AQF level,
  - 4.17.6. Assessments meet the requirements of the specified unit learning outcomes,
  - 4.17.7. Assessment criteria are applied consistently, and
  - 4.17.8. Differences in academic decisions of individual assessors are identified and mitigated.

## 5. PROCEDURE

### 5.1. Planning and Designing Assessment Requirements

- 5.1.1. JMC Academy ensures that planning for each unit includes teaching, assessment and volume of learning that are consistent with the requirements of the AQF and enable each learner to meet the requirements of the unit in which they are enrolled.
- 5.1.2. 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 qualification as per *Curriculum Management Policy and Procedure*.
- 5.1.3. As such the original assessment tasks are designed to meet the learning outcomes of the individual units and to contribute to the achievement of specified course outcomes.
- 5.1.4. These original assessments are represented in the unit outlines and in constructive alignment templates to show how each assessment relates to the unit learning outcomes and to course objectives.

- 5.1.5. Completion of the constructive alignment templates ensures that the assessments for each unit collectively cover all the learning outcomes of the unit at the appropriate AQF level.
- 5.1.6. Development of the original assessment is undertaken by an appropriately qualified person/s working with oversight by the Education Services, and guidance where appropriate from the relevant Heads of Departments<sup>1</sup>.
- 5.1.7. Prior to seeking approval from the Academic Board, the Course Advisory Committee will ensure that each of the assessments for each unit of the qualification will:
- 5.1.7.1. Align with one or more learning outcomes of the unit and one or more course objectives detailed in the constructive alignment templates,
  - 5.1.7.2. Reflect the requirements of the specified AQF level,
  - 5.1.7.3. Provide an appropriate and valid approach to determine student achievement,
  - 5.1.7.4. Represent a progressive development of knowledge and skills and the application of those,
  - 5.1.7.5. Promote original work rather than ‘copy and pasting’,
  - 5.1.7.6. Require a student to use learning material provided as well undertake their own research to do the assessment,
  - 5.1.7.7. Be able to be done in the time provided to at least a satisfactory/pass standard,
  - 5.1.7.8. Be written in Plain English,
  - 5.1.7.9. Include an assessment rubric and sufficient instructions to enable a student to attempt the assessment,
  - 5.1.7.10. Include 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
  - 5.1.7.11. Collectively the assessments for a unit cover all the learning outcomes of that unit.
- 5.1.8. The Course Advisory Committee will also ensure that for each unit:
- 5.1.8.1. The relevant discipline-based Curriculum Design and Delivery Committee has reviewed the assessments in the context of the overall course design to confirm that the assessment/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 do the assessment in the time allocated,
    - Have resources (everything from equipment to texts) available, and/or that can be made available to students,
    - Are only “group assessments” where necessary and allow for fair determination of the achievement of individual students,
  - 5.1.8.2. Validation by an independent person has been undertaken, and
  - 5.1.8.3. Appropriate feedback has been provided to the assessment writer.

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<sup>1</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.

## 5.2. Changes to Assessment Requirements

- 5.2.1. During an accreditation period qualifications and units undergo periodic review according to planning schedules or because of moderation activities or by feedback from staff or students or by external referencing or benchmarking activities and so forth.  
Such reviews may require new or changed assessments to be developed for new units or for existing units.
- 5.2.2. Approval of changes to units and/or qualifications during an accreditation period, including assessments, is made by the Academic Board as per its Terms of Reference.
- 5.2.3. In approving changes to assessments, the Academic Board must be satisfied that the process of development and supporting evidence is consistent with Course Advisory Committee requirements.
- 5.2.4. Variation of Details in the Assessment Requirements
- 5.2.4.1. In exceptional circumstances, for example: compromised integrity of assessments, the discipline's Heads of Department may approve a variation of detail in the assessment requirements of a unit, providing any such variation maintains the relationship between the assessment types and the learning outcomes expected for the unit.
- 5.2.4.2. Notification of the change to the assessment requirements must be provided to students in written form. In giving approval for the change, the Heads of Department must be satisfied that students are not disadvantaged by the change or the timing of the change.
- 5.2.4.3. The Education Services must be notified of any such changes.
- 5.2.4.4. The Education Services will report these changes to the next meeting of the Learning and Teaching Committee.

## 5.3. Publication of Changes to Assessment

- 5.3.1. The Education Services team is responsible for communicating in writing to Campus Directors and Heads of Department that the new/updated unit outline is now available:
- 5.3.1.1. Once draft minutes of the Academic Board have been approved by the Chair of the Academic Board, or
- 5.3.1.2. Once draft minutes of the Learning and Teaching Committee meeting have been confirmed as a true and accurate record.
- 5.3.2. Only approved unit outlines can be published by the Head of Department (or their delegate) in the Learning Management System.

## 5.4. Assessment Scheduling

- 5.4.1. The Education Services publish an Assessment Schedule for each study period. The purpose of the assessment schedule is to ensure all staff and students are aware of the assessment regime for all units.
- 5.4.2. This is the procedure for producing and publishing the Assessment Schedule.
- 5.4.2.1. **Heads of Department** will, no later than eight (8) weeks prior to the commencement of the next study period, submit their department's Assessment Schedule to the Education Services, including for every unit being delivered in the next study period:
- Assessment,
  - Assessment weighting,
  - Assessment due date,
  - Submission mode,



- Indicative marking time.
- 5.4.2.2. **The Education Services** will:
- Advise Heads of Department whether changes need to be approved by the Learning and Teaching Committee or the Academic Board,
  - Submit amended unit outlines for approval to the Learning and Teaching Committee or the Academic Board,
  - Once approved, compile all changes into one document,
  - Send final draft of Assessment Schedule to Heads of Department for final quality check,
  - File the Assessment Schedule and compiled changes in the shared location,
  - No later than six (6) weeks prior to the start of the next study period, advise Campus Directors and Heads of Department, that the Assessment Schedule for the next study period is available in the shared location,
  - Update relevant unit outlines and request Head/s of Department to confirm the accuracy of changes, and
  - Replace the out-dated unit outlines in the Learning Management System.
- 5.4.2.3. **Campus Directors** can then authorise the creation of unit offerings in the Student Management System for the next study period.
- 5.4.2.4. **Heads of Department** audit unit outlines in the Learning Management System to confirm most up to date, approved unit outline is in place.

## 5.5. Assessment Implementation

- 5.5.1. For each study period, Campus Directors and Heads of Department convene lecturers and facilities staff meetings to orient them to assessment requirements for all units scheduled for delivery.
- 5.5.2. Once updated by the Education Services, Campus Directors distribute the Assessment Schedule to all their campus' stakeholders as appropriate.
- 5.5.3. Heads of Department can access the most recent version of the Assessment Schedule in the shared location.

## 5.6. Advice to Students

- 5.6.1. JMC Academy provides students with the following information at the commencement of each unit:
- Purpose and context of the assessment,
  - Type of assessment and the relative weighting of assessments,
  - For group assessments:
    - The purpose of the group assessment,
    - How the group is formed,
    - Which type of assessment is chosen,
    - What is each member's contribution to the assessment,
    - How the individual performance is evaluated, and
    - How a dysfunctional group is identified and what are the remedying strategies.
  - The rubric for each assessment,
  - Timelines for assessment, including dates by which the assessments are due,
  - Procedures for submitting assessments, such as completing and signing the assessment cover sheets,
  - Timelines for markers to return assessments and feedback,

- Expected attendance and engagement requirements,
- Penalties for work submitted after the due date,
- Relevant information on assessment submission requirements, such as type, format, evidence required, examples, and word count where applicable,
- 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.

5.6.2. 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.

## 5.7. Conduct of Assessments

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

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

5.7.3. If lecturers detect student behaviour that could be construed as cheating or any other form of academic misconduct, they must make an incident report that includes evidence of alleged cheating or other form of academic misconduct to the relevant Head of Department who then takes action according to the *Academic Integrity Policy and Procedure* and relevant policies and procedures.

## 5.8. Resource Material in Assessments/Examinations

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

5.8.2. The lecturer is required to specify the resource materials that will be permitted/required to be used in any examination or for any other form of assessment.

5.8.3. This information of permissible materials must be advised to students prior to the assessment/examination.

5.8.4. 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.

5.8.5. 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.

5.8.6. Notwithstanding the requirements of this section, reasonable adjustments may be made for students with disabilities or other special needs.

## 5.9. Supplementary assessments

5.9.1. JMC Academy does not award supplementary assessments.

## 5.10. Examinations

5.10.1. Where one or more of the assessments 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 examination in relation to the overall unit assessment schedule, the duration of the exam, and the nature of questions such as multiple choice, short answer, calculation/practical and/or essay questions.

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

- 5.10.2.1. Student's identity cards must be produced upon request at all examinations,
- 5.10.2.2. Students will be admitted to the examination room 15 minutes before the starting time of all examinations,
- 5.10.2.3. Unless with the special permission of the Examination 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 one (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 one (1) hour in length,
- 5.10.2.4. 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,
- 5.10.2.5. Students who are admitted late to an examination room will not be given additional time to complete the examination,
- 5.10.2.6. No student, having once left the examination room, shall be permitted to return unless during such absence he/she has been under supervision,
- 5.10.2.7. Examination Invigilators shall have and may exercise all such powers as are reasonably necessary to ensure the proper and efficient conduct of the examination,
- 5.10.2.8. Examination Invigilators should document any unusual circumstances or behaviour that may be construed as providing students with an unfair advantage or disadvantage during the examination,
- 5.10.2.9. If a student who is sitting an examination is overcome by illness or some other condition, then they may leave the examination. The Examination Invigilator will advise Student Services that the student left the room early. It is the student's responsibility to discuss next steps with either the Campus Director or their Head of Department. Next steps could include but are not limited to:
  - Resitting the examination,
  - Having the examination script marked and a grade given based on expected performance.
- 5.10.2.10. 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.

5.10.3. Students will be permitted to view their examination script under the following conditions:

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

## **5.11. Assessment Submission**

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

- 5.11.1.1. Students must submit their assessment as per the instructions provided in the unit outline.
- 5.11.1.2. Students are responsible for keeping at least one additional copy of all their assessment in their possession.
- 5.11.1.3. Students cannot expect lecturers to accept an assessment on their behalf and submit it for them.
- 5.11.1.4. Students cannot appeal against any assessment decision because a third party, including a lecturer, failed to submit an assessment on their behalf.

5.11.2. Submitting via the Learning Management System.

- 5.11.2.1. Students must follow the instructions on the relevant unit page (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.
- 5.11.2.2. Students are advised to take a screen shot of the Learning Management System when they have successfully submitted their assignment via the Learning management System.
- 5.11.2.3. Should a student have any trouble submitting via the Learning Management System, 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 Learning Management System issue resolved.

5.11.3. Submitting to the examination supervisor/invigilator.

- 5.11.3.1. Students must give their examination script to the Examination Invigilator and have their name marked off on the roll to confirm submission.
- 5.11.3.2. Students cannot leave the examination room until they have handed in their examination script.

5.11.4. Submitting to Student Services

- 5.11.4.1. Students must submit their assessment, no later than 4pm on the Friday/OR THE DAY of the week the assessment is due, to Student Services and sign the Assessment Register.
- 5.11.4.2. Lecturers are required to sign the Assessment Register when they collect any assessments from Student Services.

- 5.11.4.3. Student Services cannot accept assessments presented five (5) days after the due date.
- 5.11.5. Other means of submission.
- 5.11.5.1. Other means of submission as prescribed in the unit outline might include but is not limited to:
- USB,
  - Drop Box,
  - VIMEO, and/or
  - In Class.

## 5.12. Marking Assessments

- 5.12.1. All types of assessments are distributed to appropriately qualified markers for grading.
- 5.12.1.1. All assessments are graded in accordance with instructions and with reference to the rubrics.
- 5.12.1.2. Student's participation, interaction, collaboration, and teamwork skills are assessed when working on group assessments. To ensure the demonstration of individual student learning, students will be required to either complete an individual component of the assessment or write a reflective piece. Students receive individual marks depending on their contribution to the group assessment task.
- 5.12.1.3. 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 Procedure*.
- 5.12.1.4. Assessment results are returned to Student Services no later than seven (7) business days by suitably qualified and experienced marker.
- 5.12.1.5. Student Services enter results into the Student Management System within two (2) business days of results being returned.
- 5.12.1.6. Graded assessment tasks are returned to Student Services.
- 5.12.1.7. Each Head of Department in collaboration with their campus' Campus Director reviews all marks for their department, checks for inconsistencies, and reviews any final grades that may qualify for a Conceded Pass.
- 5.12.1.8. When satisfied with the grades, Heads of Department forward their approval for publication to the Campus Director.
- 5.12.1.9. Where there are outstanding results, both the Head of Department and the Campus Director will deal with this as a matter of urgency.
- 5.12.1.10. At no stage is JMC Academy staff member permitted to communicate to a student their results prior to their publication.

## 5.13. Word Counts

- 5.13.1. For all written assessments, where relevant, the limit is set on the maximum number of words allowed to be used, expressed numerically in order for the learning outcomes to be adequately assessed.
- 5.13.2. Word counts:
- 5.13.2.1. Are an integral part of all written assessments,
- 5.13.2.2. Apply to all written assessments, and
- 5.13.2.3. Are specified in the unit outlines.
- 5.13.3. Where word limits apply, students must be informed of the word limit, and what is included.

- 5.13.4. Where relevant, students should include a word count in their assessment submission. Word counts are subject to a tolerance of (+) or (-) 10% of the stipulated limit.
- 5.13.5. To ensure academic integrity and fairness across units and among student's the marker will:
- 5.13.5.1. Assess, award marks, and provide feedback only for the content of the assessment within the word count as set for that assessment in the unit outline,
  - 5.13.5.2. Stop marking the assessment when the word count exceeds the maximum word count set for that assignment ((+) 10%),
  - 5.13.5.3. Indicate on the text the point at which the word limit is reached,
  - 5.13.5.4. Not award any marks nor provide feedback for any text beyond the prescribed word limit.
- 5.13.6. Items included in the word count:
- All words included in the body of the written assignment (including headings/subheadings),
  - In-text citations e.g. (Martin, 2018),
  - Direct quotes,
  - Text boxes,
  - Footnotes and endnotes.
- 5.13.7. Items NOT included in the word count:
- Assignment title,
  - Reference lists or bibliographies
  - Appendices (including multimedia),
  - Headers and footers,
  - Tables and graphs,
  - Figures and diagrams,
  - Abstracts.

## **5.14. Late Submission Penalties and Re-Submission Options**

- 5.14.1. Assessment submitted up to five (5) days late are penalised five (5) marks per day, of the total mark. Assessment submitted later than five (5) days will NOT be accepted and will automatically receive a zero mark and the assessment task will be recorded as a Fail in the student's record.
- 5.14.2. If a valid medical certificate has been provided, then student can only submit their assessment the same number of days late as their certificate records they were unwell.
- 5.14.2.1. Students will be penalised five (5) marks for each day beyond the 'return to work' date on the certificate, up to and including five (5) days after that date. Assessment tasks 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.
- 5.14.3. Unless the student is in the first study period of the first year of their course of study, students are not permitted to resubmit any assessment.
- 5.14.4. As there is no such thing as a 'late' sitting of an examination, 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	Submit after 12.10am next day	Submit after 12.10am next day	Submit after 12.10am next day	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.*

### **5.15. Undergraduate Trimester 1 Students Only - in their first study block**

5.15.1. Undergraduate Trimester 1 students who submitted their assignment on time and receive a grade less than 50%, on their first attempt on any of their given assessment tasks, have the option to resubmit or re-sit an examination.

5.15.2. The following procedure applies for students in this situation.

5.15.2.1. Students who submit their assessment on or before the due date and receive a pass grade have passed that assessment.

5.15.2.2. Students who submit their assessment on or before the due date and receive a grade of less than 50% are allowed one more attempt. Students must resubmit their assessment task no later than five (5) days from receiving their first grade. The maximum grade a student can receive for their resubmitted assessment is 50% - Pass.

5.15.2.3. Students who submit their assessment after the assessment due date are penalised two (2) marks of their total mark for the assessment, applied per day for up to ten days. Student may lose maximum 20 marks for the assessment in total. Resubmission is not permitted for assessments that were not submitted on or before the due date.

5.15.2.4. Assessments submitted later than 10 days after the assessment due date cannot be accepted, and

5.15.2.4.1. The student will automatically receive a zero (0) mark for that assessment and the grade will recorded as a Fail in the student's record.

5.15.2.4.2. Resubmission will not be permitted.

5.15.2.5. Assessments not submitted at all (the submission due date/late submission dates have passed) will automatically receive a zero (0) mark and the assessment will be recorded as a Fail in the student's record.

5.15.2.6. Students who chose 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.*

### **5.16. Last Assessment to Complete the Bachelor Award**

5.16.1. 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 or resit an examination. Students must resubmit their assessment task no later than five (5) days from receiving their grades. Maximum grade student can receive for their resubmitted assessment is 50% - Pass.

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

*For all submissions, days are counted as calendar days.*

### **5.17. Applying for Assessment Extension**

- 5.17.1. 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 examinations.
- 5.17.2. Requests for extensions received one (1) or two (2) business days prior to the assessment task due date will not be considered.
- 5.17.3. A student can apply for an extension for all assessments in a unit but must apply for each extension separately (using one form).
- 5.17.4. Students can only apply for an extension once for any one assessment task.
- 5.17.5. An extension application must have supporting documentation.
- 5.17.6. It is at the discretion of the respective Head of Department to approve or deny the request for extension.
- 5.17.7. Heads of Department and/or Campus Director will monitor all extension requests, and when required meet with the student to discuss their circumstances and possible options for managing their study load.
- 5.17.8. Student Services will provide the student with written advice of decision made in relation to an application for assessment usually within one (1) to two (2) business days of receiving the request.
- 5.17.9. When the deferral of the examination is granted, student will need to organise a new examination date with their Head of Department.
- 5.17.10. 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 Dean, Academic when referred by Campus Director and/or Head of Department. During this period of extension, no other student can be given feedback on their submitted assessment.
- 5.17.11. For late submissions, normal penalty rates apply as outlined in section 5.13.
- 5.17.12. JMC Academy reserves the right to apply 'blanket extensions' if an entire unit is affected. These extensions are only applied when students are not able to submit an assessment on time due to JMC Academy or third-party defaulting.

### **5.18. Reasonable Adjustment**

- 5.18.1. JMC Academy policies include reasonable assessment adjustment provisions in accordance with 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. An assessment, or all assessments in a unit can be adjusted to suit individual student needs if required and will be endorsed by the Head of Department.
- 5.18.2. Reasonable adjustments are made to ensure that the student 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 assessment types.
- 5.18.3. The learning needs identified from this review will form the basis of any adjustment to the teaching program and assessment strategies. Adjustments will be recorded in the student file and will not compromise the academic standard.



## 5.19. Requesting a Remark of an Assessment Item

- 5.19.1. A student may request a remark of the assessment if they think the mark awarded does not reflect their performance with respect to the published criteria for the piece of assessment.
  - 5.19.1.1. Requests for re-mark must be made on the Application for Assessment Remark form available in the Learning Management System.
  - 5.19.1.2. Request for a re-mark must be made no later than 10 business days of publication of the assessment mark.
  - 5.19.1.3. Requests for a re-mark received after this time cannot be processed.
  - 5.19.1.4. 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.
  - 5.19.1.5. A student's grade can stand or improve.
  - 5.19.1.6. The Head of Department will inform the Campus Director of the revised mark.
  - 5.19.1.7. The Campus Director will amend the student's result/s in the Student Management System
  - 5.19.1.8. The Campus Director will let the student know about the outcome of their request.

## 5.20. Assessment Appeals

- 5.20.1. The *Student Complaints and Appeals Policy and Procedure* indicates that a formal appeal can be made for one or more of the following reasons:
  - 5.20.1.1. The student believes that the decision contravenes a relevant published rule or policy,
  - 5.20.1.2. The student can provide new evidence that potentially could change the outcome,
  - 5.20.1.3. The student believes the procedure was unfair. In this case, they must refer to the Statement of JMC Academy Principles of Procedural Fairness.
- 5.20.2. In addition, the grounds for appeals in relation to decisions on assessment grades can also include:
  - 5.20.2.1. An error has occurred in the calculation of the grade, or/and
  - 5.20.2.2. The assessment did not comply with criteria published in the qualification guide or other qualification/unit assessment information, or/and
  - 5.20.2.3. The assessment process did not comply with the JMC Academy's policies on assessment.
- 5.20.3. A student must submit the appeal in writing, using the Application to Lodge an Appeal Form addressed to the Campus Director within 20 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.

## 5.21. Retention of Assessment Materials

- 5.21.1. JMC Academy retains copies of all assignments, examination booklets and other assessment materials for a period of two (2) years post the completion date of the unit.
- 5.21.2. JMC Academy will also keep the following student completed assessments in relation to each unit until the end of the study period following the completion of the assessment:
  - A copy of all completed student assessment, including tests, assignments, role plays, projects, videos, films, audio recordings etc. for the unit, and

- 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.
- 5.21.3. Where it is impracticable to retain actual student assessment material such as short films, computer games, recordings 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.

## 5.22. Responsibilities: Heads of Department

- 5.22.1. The relevant Head of Department/Campus Director/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 Recognition of Prior Learning (RPL),
  - Dealing with allegations of academic misconduct,
  - Assessing student progress,
  - 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 types, performance indicators and the need to review unit profile, and
  - Moderating assessments.

## 5.23. Responsibilities: Lecturers

- 5.23.1. Lecturers are responsible for conveying clear advice to students about:
- 5.23.1.1. The aims and objectives of the unit,
  - 5.23.1.2. The assessment requirements,
  - 5.23.1.3. The relationship between the assessment types and the expected learning outcomes, and
  - 5.23.1.4. The criteria against which individual assessments are marked.
- 5.23.2. Lecturers are required to determine whether all assessments have been appropriately completed and accurately and completely assessed consistent with the established criteria used for judging the quality of performance.
- 5.23.3. In the case of student's written work, to also conduct integrity tests such as TurnItIn scanning.
- 5.23.4. Markers are required to provide timely written feedback to students on their performance in all assessments conducted during the study period. 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.
- 5.23.5. Lecturers are required to submit assessment documentation to the Head of Department within the specified timeframe.
- 5.23.6. Lecturers are required to participate in relevant moderation activities.

5.23.7. Lecturers are required to ensure that they possess academic qualifications at least one AQF level higher (or equivalent) in accordance with the *Assessing Qualifications and Equivalence of Professional Experience Policy and Procedure*.

## 5.24. Responsibilities: Students

- 5.24.1. Students have a responsibility to ensure that they have a clear understanding about:
- The purpose of each unit in the qualification,
  - The assessment requirements for all units,
  - The relationship between the assessment types and the expected learning outcomes, and
  - The criteria against which individual assessment items are to be judged.
- 5.24.2. Students must ensure that all required assessments:
- 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, and
  - Are submitted with the appropriate cover sheet.
- 5.24.3. Students must retain any receipt given by the lecturer or Student Services for submitted assessments.
- 5.24.4. Students have a responsibility to ensure all assessments are their own work, have not been plagiarised or otherwise produced by cheating, copying and/or collusion.
- 5.24.5. Students must declare that their work is authentic (that is, all their 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.
- 5.24.6. Students have a responsibility to ensure that they read and understand the written feedback provided by lecturers on their performance in assessments conducted during the study period.
- 5.24.7. 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 Director.

## 5.25. Lost Assessment Items - Guidelines

- 5.25.1. All staff who, through their involvement in the assessment process, handle student assessment items and are required to exercise due diligence in handling these items to ensure that items are not lost or damaged. Despite proper care being taken, there may be instances where a student's assessment item is unable to be located.
- 5.25.2. Students are required to keep a copy of assignments, reports, etc. before they lodge the item for assessment.
- 5.25.3. 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.
- 5.25.4. In all instances, the lecturer is required to advise the Head of Department of the problem and the proposed remedial action.
- 5.25.4.1. Where there are no reasonable grounds to believe that the assessment item was submitted correctly, the lecturer may make representation to the Head of Department seeking approval for the student to be given an opportunity to re-submit the work.

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

## 5.26. Moderation of Assessments

- 5.26.1. Each discipline-based Curriculum Design and Delivery Committee implements a plan for ongoing systematic moderation/validation of assessments and judgements that includes for each qualification provided within the discipline by JMC Academy:
  - When assessment moderation will occur,
  - Which units will be the focus of the moderation,
  - Who will lead and participate in moderation activities, and
  - How the outcomes of these activities will be documented and acted upon.
- 5.26.2. In addition to the plan, when an issue is identified with a unit at a Curriculum Design 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 at this point.
- 5.26.3. Each schedule of moderation activities developed by the Curriculum Design and Delivery Committee is lodged with the Education Services.
- 5.26.4. JMC Academy conducts pre-use moderation activities during the planning and designing of assessment. Pre-use moderation involves consideration of whether the assessment under consideration is authentic and addresses 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.
- 5.26.5. Post-use moderation includes reviewing a sample of completed assessments and making recommendations for future improvements to the assessment processes and/or outcomes. Moderation is regarded by JMC Academy as an ongoing activity.
- 5.26.6. It is intended as far as possible that all assessment for all units will be subject to pre-use moderation.
- 5.26.7. For post-use moderation it is intended that the assessment of at least two (2) units of each qualification will be subject to moderation every study period.
- 5.26.8. For each unit for post-use moderation/validation the discipline-based Curriculum Design and Delivery Committee will follow the following process:
  - 5.26.8.1. 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 Director 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, and
    - At any time during this process, the discipline-based Curriculum Design and Delivery Committee can seek additional data from the same or other sources if they think it will add value to the moderation process.

- 5.26.8.2. All members of the discipline-based Curriculum Design and Delivery Committee contribute to an analysis of the data against the following criteria:
- The assessments are authentic and 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,
  - The level of student satisfaction with the resources provided,
  - The level of student satisfaction with constructive feedback from the lecturer, and
  - The level of lecturer satisfaction that the assessment allows for students to appropriately demonstrate the level of their knowledge, skills, and application of those skills.
- 5.26.8.3. All discipline-based Curriculum Design and Delivery Committee members contribute to the Moderation Report, with recommendations based on their analysis of the data and their findings:
- Pre-use and Post-use moderation activities are performed by internal moderators, however, JMC Academy may invite an external moderator to participate to draw on their expertise in the matter,
  - The committee members prepare a Moderation 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 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 Services team is responsible for letting the Heads of Department know of the outcomes of the Academic Board's considerations, and
  - The Chair of Learning and Teaching Committee is responsible for letting the Committee know at their next scheduled meeting the outcome of the Academic Board's considerations of any Moderation/Validation Report tabled.
- 5.26.8.4. All Heads of Department contribute to any changes that can be made to the assessment task, or any other unit of study collateral.
- 5.26.8.5. Updated assessment tasks are published as per procedure detailed above.

## 5.27. External Referencing

- 5.27.1. All discipline-based Curriculum Design and Deliver Committees must ensure that the standards required of students taking their course(s) are comparable. This entails ensuring that grading judgements are consistent, and the level of performance required for a High Distinction in a course is comparable to that required in other similar courses of repute.
- 5.27.2. In line with discipline specific Curriculum Design and Delivery Committee Plans, members will engage in a peer review process with unit co-ordinators of similar courses

to examine the full collection of students' works or the final grades for a selected sample of students in a course.

- 5.27.3. To maintain JMC Academy's exacting standards of academic integrity, in the case where staff of the JMC Academy are enrolled in JMC courses, as suitably qualified and experiences external academic will be engaged to examine the full collection of students' works, or the final grades for a selected sample of students.

## **6. RELATED DOCUMENTS**

- 6.1. JMC Academy Glossary
- 6.2. Academic Integrity Policy and Procedure
- 6.3. Academic Progress Policy and Procedure
- 6.4. Grading Policy
- 6.5. Credit Points and Student Workload Policy
- 6.6. Credit and Recognition of Prior Learning Policy and Procedure
- 6.7. Work Integrated Learning (Internship) Policy and Procedure
- 6.8. Student Complaints and Appeals Policy and Procedure
- 6.9. Special Consideration Policy and Procedure

## **7. RELEVANT LEGISLATION**

- 7.1. Higher Education Support Act 2003 (Cth)
- 7.2. Higher Education Standards Framework (Threshold Standards) 2021
- 7.3. Education Services for Overseas Students (ESOS) Act 2000 (Cth)
- 7.4. National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018

## **8. POSITIONS RESPONSIBLE**

- 8.1. Students
- 8.2. Student Services
- 8.3. Academic Support Services
- 8.4. Heads of Departments
- 8.5. Campus Director
- 8.6. Dean, Academic
- 8.7. Dean, Quality
- 8.8. Academic Board
- 8.9. Learning and Teaching Committee
- 8.10. Curriculum Design and Delivery Committee

## 9. APPROVAL INFORMATION

Approval Authority	Academic Board
Health Check approval authority	Dean, Quality
Review date	28/7/2024

Version	Approved by	Approval date	Effective date	Modifications	Status
1.0	Dean, Quality (former Director of Education)	20/06/2021	28/07/2021	Amendments as per reviewer's recommendations. Both <b>Assessment Policy</b> and <b>Higher Education Assessment Moderation Policy</b> and <b>Assessment Management Procedure</b> have been merged into one document.	Superseded
1.1	Academic Board	10/02/2022	17/02/2022	Sections 5.13 and 5.27 added.	Current

Version control tables from previous Policies and Procedures reside in the original documents.

## REFERENCES and ACKNOWLEDGEMENTS

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

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[https://policy.federation.edu.au/learning\\_and\\_teaching/assessment/assessment/ch01.php#Ch1254Se219407](https://policy.federation.edu.au/learning_and_teaching/assessment/assessment/ch01.php#Ch1254Se219407)

Macquarie University. (2013). *Assessing Student Achievement of Learning Outcomes*.

<https://policies.mq.edu.au/document/view.php?id=17>

Oxford Institute of Higher Education. (2018). *Assessment Procedure*. <https://ozford.edu.au/wp-content/uploads/Assessment-Procedure-EMT-Final-Nov-19.pdf>

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