

Student Assessment Procedure

1. Purpose

This procedure describes the process at Australian School of Accounting (ASA) for collecting relevant evidence and making informed judgements to determine student learning outcomes (student assessment) in units throughout any course.

2. Scope

This student assessment procedure applies to all staff and students of ASA.

3. Key Principles

- Assessment should guide and encourage effective approaches to learning.
- Assessment should validly and reliably measure expected Unit Learning Outcomes, in particular the higher-order learning that characterises higher education along with the Course Learning Outcomes and Graduate Attributes.
- The choice of assessment tasks should allow all students to demonstrate their achievement of the Unit Learning Outcomes, with a variety of assessment types across the course to cater to different student needs and learning styles.
- Assessment provides feedback to students on their learning and is the basis by which their academic achievements are judged and certified. Academic standards and the rigour of courses are central to Australian School of Accounting's (ASA's) assessment schemes and processes.
- Constructive, timely and relevant feedback will be provided for all assessments except the final exams, normally within 5 working days of the assessment due date, and earlier if possible. Feedback should allow students to understand where and why they have satisfied or not satisfied the marking criteria and/or rubric providing guidance for improvement.

Assessment based on these key principles will be part of the induction briefing for new staff and assessment issues will be part of the regular discussion sessions for academic staff. Both the Academic Dean and Course Coordinator have a particular responsibility to monitor assessment outcomes.

4. Guidelines

Note: COVID-19 changed the way assessments will take place for some time. Under each of the following items there is evidence of what ASA will be doing to engage with students during this environment – which has been approved by Academic Board.

All unit outlines have statements about the changes to the final assessment during COVID-19, especially for the accounting professional bodies. This is subject to change post COVID-19.

4.1 Assessment weighting and workload

Units should normally have three items of assessment with any variations to this number approved by the Academic Dean. However, during times that there is limited face to face delivery assessments may well move to more assessments to allow for further engagement with students in order to provide timely feedback to students especially with online assignments.

Assessment workload will consist of various assessment tasks during the quadmester both formative and summative.

Scaffolding between 100 to 300 levels is shown below in the tables

Post-COVID-19 assessment arrangements for all courses

Level 100, 200 and 300

The table below is to be used as a guide and for individual units' information refer to the unit statement.

| Item | Details | Weighting | Comment |
|---------------------------|----------------------------------|-----------|--|
| Discussion Forum - online | 1,000 words | 10 % | At least 4 questions and 4 responses posted by the lecturer and at least 1 question and 1 response posted by the student during the quadmester and responses not in the same weeks This is for lecturer and students to engage with the concepts contained in the material <i>Marking is completed in week 8 and student advised accordingly</i> |
| Face-to-face/online Quiz | 15 Multiple choice | 10 % | <i>Marking completed once finally submitted Result available soon after</i> |
| Reflective journal | 1,000 words an additional amount | 10 % | Submitted through Turnitin Rubric <i>Marking completed within 5 working days Results available on Canvas</i> |
| Individual report/essay | 1,500 words | 20% | Submitted through Turnitin Rubric Marking completed within 5 |

| | | | |
|--|--|--|---|
| | | | working days Results available on Canvas |
| Video Presentation that goes with report face-to-face/online | 500 words | 5 % | 5 PowerPoint slide 10 minutes Video recording as a media recording or file upload Rubric <i>Marking completed within 5 working days</i> <i>Results available on Canvas</i> |
| Group report | 1,500 words each member x 4 in group (6,000 words) | 30% | Submitted through Turnitin Rubric <i>Marking completed within 5 working days</i> <i>Results available on Canvas</i> |
| Video Presentation that goes with report face-to-face/online | 1,000 words | 10% | 10 PowerPoint slides 20 minutes Video recording as a media recording or file upload Rubric <i>Marking completed within 5 working days</i> <i>Results available on Canvas</i> |
| Mid quadmester test – face-to-face/online | Multiple choice short answer questions Case study | 15 % | Marking guide and rubric where necessary <i>Marking completed within 5 working days</i> <i>Results available on Canvas</i> |
| Final examination – face-to-face/online | Multiple choice Short/long answer questions Case study | 50 % Student MUST score a minimum of 20% to pass in the unit. | Marking guide and rubric where necessary <i>Marking completed within 5 working days</i> <i>Results available on Canvas</i> |
| Note: Final results and grades must follow due process | | | |

General policy for all courses

As a guide, the standard amount of assessment is:

- undergraduate 10 credit point units have a total assessment of 4,000 words or equivalent, and
- pro rata for other credit point values.
- *Noting that with high word limits there should be feedback at various stages and have dates due where:*
 1. *Students submit the title and topic of their work and their plan for writing it before week two;*

2. *Students produce a progress report, summarise their learning to date and the challenges they are experiencing or write an annotated reference list, or a list of the different opinions that they have read thus far and whether they have formed an opinion themselves before week five;*
3. *Students to submit a work in progress that might include: questions their reading and writing have generated, and they should indicate the kind of feedback they are seeking;*
4. *Using Turnitin is required for submission however students can and should check their assignments through Turnitin prior to submission; and*
5. *The final product indicating where and how the feedback has been used. This is called conditional feedback. The final grade is conditional on student having read and used the feedback provided.*

The formative, and summative assessment feedback given must address the student achievement in unit/course learning outcomes including provision of marks and/or comments about student performance normally be in an understandable and plain English language and sufficiently detailed. This includes highlighting the areas of improvement and/or commendations, which could be provided on a feedback sheet or electronic equivalent, or by comments written on the submitted work. As far as is possible, feedback should be timely to assist students to improve their performance for subsequent tasks.

Variations of plus or minus 10% of word limitation are acceptable. Generally accepted equivalences (based on guidance from the University of Melbourne) are:

- *1 hour of examination = 1,000 words;*
- *10 minutes of individual oral presentation = 1,000 words; and*
- *20 minutes of group presentation by a 3-person group = 1,000 words.*

Group presentations and assignments are more difficult to quantify, and the size of the group should be taken into account. Groups should be no more than four students in number.

It is important that there are processes in place for including a rationale for preparing students to work in groups, assessing the individual participation and contribution of each student, and managing conflict in groups.

The percentage weighting given to items of assessment reflects three things:

1. the length or 'technical complexity' to cover technical units like programming where greater length indicates poorer work;
2. the amount of work expected to complete it satisfactorily; and
3. its importance in assessing mastery of the material in the unit.

The weighting of the assessment items within units indicates the amount of work required and generally reflects the length of the assessment. Where the weighting of assessment items is not proportional to their length, a justification for the weighting must be provided to the Academic Board.

4.2 Core Units

Core units undertaken by students in their first year must schedule at least one early low-stakes assessment so that the task has been submitted, marked and returned to the student as soon as possible within a week and wherever possible online quizzes will be used.

The intention is to provide students with sufficient incentive to engage with the unit and receive early feedback in preparation for the later assessment tasks. As many students receive advanced standing, this requirement applies to key units in the first three quadesters of the recommended sequence of units.

In the latter part of the quadester, all units must contain one significant assessment task (weighted at least 25% of the total marks), where students are expected to research, analyse information, solve problems and/or make recommendations based on a significant component of the unit outcomes. Students are required to present their responses in a professional manner, and presentation should contribute to the marking criteria. This significant piece of assessment may be individual or group work and is in addition to any final assessment.

4.3 Quality assurance of examinations and major assessment tasks

It is important that the realistic student workload requirements for the unit of study at each first, second and third level of study is reviewed on regular basis to avoid, as far as possible, too many assessment tasks due in some teaching weeks.

The Unit Outline of each unit must include a grid for mapping the Course Learning Outcomes, Unit Learning Outcomes for each assessment task complying with appropriate AQF Level 5, 6 and 7 criteria. Each assessment task in each unit (except the final exam) should be designed in such a way to provide a split into several subcomponents that build on each other and allow students to benefit from early feedback. However, it should be evidenced that the sub parts must be related and not just encourage shallow learning.

All examinations and assessment material must be proofread for accuracy, clarity, validity, reliability and ease of reading. Proof reading should be performed by an academic staff member that understands the unit content.

Wording used in assessments, particularly in tests and examinations, must be clear and unambiguous and not simply be a test of the student's proficiency in English. Avoid complex wording, jargon and colloquialisms. Students are, however, expected to know and understand the language and specific terminology of the unit.

All assessment items and examination papers must be verified by another unit coordinator or the Course Coordinator. All assessment items and examination papers must be strictly verified by applying pre- and post-moderation mechanisms to ensure the quality and appropriateness at AQF Level 5, 6 and 7 criteria.

4.4 Types of assessment

Non-Credit Formative Assessment

To encourage student engagement 100 level and 200 level units of study are to include a non-credit formative task. This assessment will have no weighting and must be applied within the first three weeks of a quadmester, that is, before Week 4.

Discussion Forum:

This task is predominately for the first eight units at 100 level where there is limited face to face interaction or online. Students will be asked to present two questions on the discussion forum and respond to another two over the first eight weeks to engage with all students in a timely manner. All response should be in separate weeks. To receive the 10% weighting a 'yes' or 'no' response will not merit any marks.

- a) Students must sign up to do two questions and two responses over the eight weeks.
- b) All students must participant
- c) Wording for each entry to be less than 250 words.
- d) It will be peer reviewed with the lecturer recording the grade.

Discussion Forum:

This task is predominately compulsory for all the units taught at 100, 200 and 300 level where there is face to face interaction or online. The lecturer to present four questions on the discussion forum from the lecture materials and post it as a forum question where students need to complete answering the question within a reasonable time, preferably within two weeks of the question being posted on the Learning Management System. Each student is to integrate citations and reference list in their forum discussion answers. Answers can be different from each student therefore there is no standard answer for each student. Lecturer must be knowledgeable on the subject matter to assess student's performance, especially when students are allowed to comment positively and add-value to their answers. To receive the 10% weighting a 'yes' or 'no' response will not merit any marks.

- a) Students must sign up to do four questions posted by the lecturer and four responses over the eight weeks in weeks 2, 4, 6, and 8.
- b) Students must sign up to post at least one question and one response to the other students post at any point of time over the eight weeks.
- c) All students must participate and contribute.
- d) Wording for each entry not to be less than 200 words.
- e) All student posts and responses will be peer reviewed with the lecturer recording the grade.

Online quizzes/class quizzes: no more than 15% weighting.

These tasks are also usually intended as formative assessment. Where possible, questions are randomly selected questions drawn from a pool. 'True/false' and 'missing word' questions should be avoided from all assessments.

Multiple-choice questions should be carefully researched. Allocation of MC is as follows:

10 MC = 5 marks = 18 minutes
15 MC = 10 marks = 27 minutes
20 MC = 10 marks = 36 minutes

At the 100 level when there is limited face to face interactions the online quizzes through Canvas will be randomly selected to ensure that the collusion is minimised. Quizzes can be taken outside teaching time and open for students for a set period of time.

Mid-quadmester tests: should be designed to test knowledge, use problem solving or analytical skills and/or apply theory to practical situations and as such have a weighting that is no more than 25%.

These tests will be invigilated if greater than one and a half hours duration or the cohort of students is greater than 30, when there is face to face delivery.

The mid-quadmester test may be supplemented with an online quiz, short answer questions and/or case study through Canvas which will be held outside the normal teaching times and available for a specific time period. Model answers and rubric should be provided.

Final examination: should be designed to test knowledge, use problem solving or analytical skills and/or apply theory to practical situations, with a mix of multiple-choice questions, short answer questions, problem questions requiring calculations or analysis and extended answer questions requiring the analysis of specific situations. Questions should generally range from basic standard knowledge questions to more challenging questions. Under no circumstances should there be 'True/false' and 'missing word' questions. Multiple-choice questions, if used at all, should be carefully researched and should not constitute more than 20% of a test.

The allocation of marks must be shown on the test paper. A marking guide with suggested answers and allocation of marks must be prepared. Model answers should be provided and a rubric.

The placement of questions in the examination paper needs to be carefully considered. There is some research to suggest that students, when presented with more difficult questions first, tend to do less well than if presented with the same paper, but with easier questions first, even though the same questions appear in both versions.

Owing to professional accreditation requirements the minimum weighting for final examinations in accounting is 50% and will be invigilated via Zoom with a staff member present. Note: During COVID level 100 and 200 final examinations has been reduced to engage with students through the quadmester.

During extraordinary times, like COVID19 students may be required to complete and submit an online attendance form using a personalized entry code to sit the examination. There will be an additional time of 15 minutes given prior to the start of the examination in order to undergo and pass the authentication process and to ensure all systems are operating.

The final examination may well be an open book exam that supports the notion that students need to be discerning in the information they use. In this case there may well be a

selection of questions randomly chosen to discourage collusion between students who may be undertaking the examination in close proximity. In the case of random questions, all questions must be verified by the unit coordinator to be of equivalent difficulty.

Questions should relate to material covered during the quadmester and aligned with the unit learning outcomes. Where appropriate, students will be permitted to bring notes in a prescribed format to examinations, so that examinations are not a test of memory but of understanding, especially in law units.

The Scheduled formal written final examination is defined by the following rules that prescribes the conduct of students in relation to examinations, the powers of invigilators/supervisors in relation to examinations, and the conduct and supervision of examination assessment.

There should be a presumption that the final examinations are the work of an individual student, and this presumption may be reinforced by the requirement for the student to complete and sign a Declaration and Statement of Authorship. Any supervised final examination must be the work of a single student for which authentication of the student's identity is required, must comply with any examination requirements listed on the cover page of the examination booklet and question paper.

To ensure final examination and assessment integrity the Unit Coordinator is responsible for final examination design and conduct, and the consideration of assessment integrity and security to minimise the possibility of impersonation and cheating through rigorous internal and external moderation and validation processes. Electronic submission of online final examinations (when required) should provide authoritative proof of the date and time of submission and allow for text matching, including the use of the plagiarism detection software Turnitin.

A student may apply to the Academic Dean or nominee to defer a final examination in exceptional circumstances. Such application must be made by means of a completed Special Consideration Application form and be supported by appropriate evidence, including a Health Care Professional Certification form if deferral is sought on medical grounds.

Normally, a Special Consideration Application form will be submitted three days prior to the scheduled final examination and must give sufficient relevant and specific detailed information to allow the application to be assessed. A student may not normally apply to have an examination deferred more than once in any unit in each quadmester.

If a student is from a non-English speaking background and in their first year of study, the student may apply for special examination conditions. The Academic Dean or nominee will be responsible for determining the eligibility of students from non-English speaking backgrounds and the type of special examination conditions available in formal examination conditions.

Wherever possible, a supplementary examination is prepared by the original assessor or unit coordinator and tests the same areas of skill and depth of knowledge as the original assessment.

Where a supplementary examination is approved, the student will be notified by ASA of the date, time, and venue of the supplementary examination. The notification will be sent to the student's ASA email account at least five working days before the date of the supplementary assessment.

The official final examination period is on Week 10 following Week 9 study period of each quadmester (8 weeks) which is normally published in the annual ASA's academic calendar. Students are responsible for checking the commencement time of their examinations via the timetable, or with the ASA website. The examination commencement time normally indicates the start of the official 10-minute reading time (where that applies).

Arrangements may be made for the conduct of supplementary, deferred, and other examinations outside the official examination period (Week 10) by the Associate Dean – Professional Services.

Where reading time applies, students will be given 10 minutes reading time at the start of the final examination session.

Students are not permitted to write in the final examination script books, mark in any way any of the final examination materials, read any other text other than the final examination paper or do any calculations during reading time.

It is the responsibility of students to be available to attend all of their scheduled final examinations and it is recommended that students arrive at least 30 minutes before the published final examination commencement time.

Students are not permitted to sit a final examination for a unit in which they are not legitimately enrolled. Where this does occur, a student will not be given a grade in such final examination.

Students are responsible for knowing their final examination times and locations and for arranging their own transport to the examination venue.

Where a student has two or more final exams scheduled at the same time it is their responsibility to:

- report the clash to Student Support Officer immediately
- check their student email account regularly before the commencement of the final examination period to ascertain arrangements for clash exams and
- report to the examination venue as advised.

All persons entering a final examination venue become subject to the authority of the examination supervisors.

Students must comply with all directions given by the examination supervisors/invigilators, set out on the final examination paper, or displayed in the final examination venue.

It is recommended that students should arrive at the examination venue at least 30 minutes before the published commencement time of the examination.

Where the examination is of two hours duration or more, students will be allowed to enter the examination venue up to 30 minutes after the published commencement time of the examination. No additional time will be granted, however. Students who arrive more than 30 minutes after the published start time will not be permitted to enter the final examination venue and will receive a zero mark for that assessment (inclusive of reading time.)

Where a student needs to leave the final examination venue after the first 30 minutes from the published commencement time of the examination, they must remain seated and silent and raise their hand to gain the attention of the examination supervisor. Students will not be permitted to leave the examination in the last 10 minutes and remain seated until receiving the instructions from the examination supervisors.

Upon receiving the instructions from the examination supervisor, students will leave final examination venues and surrounding areas immediately and quietly, and in consideration of others. Students may not linger around examination venue entrance and exit points.

Students must bring their ASA student identity card to the final examination venue and clearly display it on their examination desk. Attendance slips must be completed at the commencement of each final examination undertaken.

Students who do not have an ASA student identity card must display other photographic evidence of identity such as a current driver's license or passport.

Students who have no evidence of identity acceptable to the examination supervisor will be permitted to sit the exam and the examination supervisor will escort them to the Student Services at the termination of the final examination to verify identity.

Students must:

- sit at their allocated desks.
- comply with all instructions of the examination supervisors.
- remain seated at the conclusion of the final examination until all papers have been collected and permission to leave is given by the examination supervisor and
- hand in all final examination script book/s with their name and student number written on each one, even if the book/s have not been used.

Students are not permitted to:

- communicate with any other candidate, either verbally, in writing or via any electronic or other means.
- write during reading time or after instructed to put pens down at the end of the allocated time.

- leave the final examination venue temporarily unless escorted by an examination supervisor.
- remove final examination script book/s or other paper from the examination, unless the examination paper states they can be removed from the final examination venue.
- cheat, attempt to cheat, or knowingly assist another student to cheat.

The head examination supervisor is responsible for issuing the following instructions to students at the appropriate times - 'Commence reading/No writing'; 'Commence writing'; 'Ten minutes writing left'; and 'Cease writing'. Without express permission of an examination supervisor no writing of any description may be done after the signal to cease writing.

Possession of unauthorized materials in an exam is misconduct. Any material or item on a student's desk, chair or person will be deemed to be in that student's possession.

Students are permitted, however, to bring personal items and study material into the final examination venue provided they are placed in a closed bag under the desk or as directed by the examination supervisor. The bag must be capable of closing completely to conceal the entire contents to the satisfaction of the examination supervisor. If a student does not have a bag in which to place items, the examination supervisor will hold the items until the student has completed the examination.

All electronic devices (other than calculators, where permitted) must be switched off and completely concealed in a closed bag/envelope under the desk or as directed by the examination supervisor.

Students must bring their own calculators (if required), pens, pencils, rulers, and erasers with them to their exam.

Students are to use a blue and/or black pen when writing. Pencils are not permitted unless indicated on the final examination cover sheet.

Students should ascertain from their lecturer and the unit guide in advance what material will be authorised for the final exam in case of an open-book final examination. During a closed-book exam, students must not have in their open possession, book/s, notes, paper, calculator, computer, or other electronic devices, pencil case, mobile phone or other material/items which are not authorised for the exam or specifically permitted and described on the examination cover sheet.

Any items specified as being allowed in the examination and prescribed on the final examination coversheet must not be enhanced or tampered with in any way that provides an additional advantage to the student or any other student.

English language dictionaries are not permitted in an examination unless specified on the final examination cover sheet. Permitted English language dictionaries must not be marked in any way.

Hard copy bilingual dictionaries (direct translation only) are only permitted where authorised for the final exam or specifically permitted and described on the final examination cover sheet. The dictionary must not contain any notations or be otherwise tampered with in any way.

ASA is not liable for any loss or damage to a student's personal item/s during a final examination.

Students are entitled to bring non-carbonated drinking water into the final examination provided it is in a clear plastic drink bottle with any labels removed.

In the event of an emergency during an examination students must comply with the instructions of the examination supervisor or staff. Even if evacuation occurs students will still be subject to examination conditions until such time as the examination supervisor formally dismisses them.

Misconduct during a final examination may constitute academic misconduct and will be managed in accordance with the Student Academic Integrity and Honesty Policy and Procedure and Code of Conduct for Students and Staff Policy and Procedure. Academic misconduct may still be deemed to have occurred even if it cannot be demonstrated that the student gained an advantage from the misconduct.

Academic Misconduct of a student includes, but is not limited to:

- representing themselves as another student in an examination.
- allowing themselves to be represented by any other person in an examination.
- having unauthorised material or items on desks or on their person in the final examination venue.
- using, or attempting to use, unauthorised material or items during the final examination.
- copying from the script of another student during the final examination.
- receiving help from another person during the final examination
- giving help to another person during the final examination.
- acting dishonestly in any way, whether before, during or after the final examination, to obtain, or assist another student to obtain, an unfair advantage in the final examination and
- breaching final examination rules.

If a supervisor of a final examination believes that a student has committed an act of misconduct the supervisor will:

- immediately report the act of academic misconduct to the officer in charge of final examinations.
- at the conclusion of the final examination, inform the student that he or she has been reported for an alleged act of academic misconduct and take a statement from the student in relation to the alleged academic misconduct, which may be used in the determination of any complaint made under the Student Academic Integrity and

Honesty Policy and Procedure and Code of Conduct for Students and Staff Policy and Procedure and

- report the alleged academic misconduct by making a written complaint, within three days of the act, to the Associate Dean- Professional Services and Academic Dean.

Any student or staff member may also report instances of exam misconduct to the Associate Dean- Professional Services and Academic Dean.

Group work: no more than 30% weighting, unless a specific exemption has been approved by the Academic Board.

The purpose of group work should be carefully considered to make the most of opportunities for peer learning and to develop team skills. The relevance of the task should be explained to students. Assessment protocols should ensure that grades properly reflect the level of performance of each student.

Group work should feature good collaborative teamwork in the assessment. Students should be asked to evaluate the team processes, including themselves and show how the tasks were divided and carried out. The group must appoint a team leader to assist all through the assessment period. The contribution of the group work should be monitored by due dates during the assessment task.

The weighting of the group work should be based on the contribution by the team members. Each member of the group submits the work along with a statement regarding their contribution and in some cases, students may have to submit a reflective journal or a summary about the process they may or may not have marks attached to the assessment item. If there are significant differences in the submitted statements about each group member's contribution, the unit coordinator should investigate and inform the students involved of the reasons for marks allocated to individual students.

Presentations that are part of an assessment will be made into a video recording where there is limited face to face interaction with strict guidelines, as above.

Work Integrated Learning

Work integrated learning assessments have components that relate to work placement and as such require not only the academic supervisor and the Course Coordinator to be involved with the marking but will also include the host partner's feedback as supervisor. Further information can be obtained from the *Work Integrated Learning Manual*.

4.5 Minimising opportunities for plagiarism

There are a number of strategies to consider giving students at the beginning of their course to assess their comprehension and English which are:

1. At the beginning of their course of study, ask students to write a short piece (no more than two pages) about themselves, what they already know about accounting; what questions they have about the course and questions about how the course will

address their concerns. This can be carried out at the orientation program and will assess their level of English and writing prose.

2. At the 100 level units give the students an article or a choice of articles to read. Ask them to write a brief paragraph about the main idea and identify 4-5 key points used to support the main argument.
3. Proctoring to be used if and where necessary.
4. Emergent software systems are increasingly reliable and will mitigate the risks to academic integrity.

All unit outlines contain references to academic integrity and the dangers of plagiarism. Lecturers should take some time at the beginning of the unit to inform students about authorship conventions and how to avoid plagiarism and explain the value of Turnitin reports. It is a requirement for all students to complete the Academic Integrity and Turnitin modules prior to commencing their studies with ASA.

Where there is an assessment that can be put through Turnitin, a student is responsible for ensuring that they do so.

Plagiarism can be minimised if expectations are made clear to students at the outset, assessments are carefully designed, and plagiarism is actively monitored and reported on.

The procedure for handling plagiarism is laid out in the *Student Academic Misconduct Procedure*.

4.6 Variations from the guidelines

In circumstances where a Course Coordinator determines that a particular unit requires variation from these guidelines, they should contact the Academic Dean as early as possible, so the assessment design can be considered and approved in sufficient time before the beginning of the quadmester.

5. Assessment Information in Unit Outlines

Unit outlines must be available prior to the commencement of each study session. If there are any errors found after that date they must be corrected by the start of the session. The unit outlines will provide guidance on how all assessment results are to be combined to produce an overall mark, outline the marking criteria, marking rubric and expected standards of performance. In particular, the unit outline will specify the following for each assessment item:

1. Due date for the assessment in relation to the teaching period (e.g., week 5, mid-quadmester, during the examination period, etc.).
2. Length or duration of the item (in terms of words, pages, time, etc.).
3. Marking criteria and/or rubric with model answers.
4. Minimum standards that are applied to specific assessment tasks, and the consequences if such standards are not met (including failure to submit particular tasks).

5. Penalties for breaches of academic conduct.
6. Purpose of the assessment, unit learning outcomes it is designed to test and contribution to the course learning outcomes and ASA graduate attributes appropriate to the level of the unit.
7. Required referencing conventions and requirements.
8. Rules regarding penalties applied to late submissions.
9. The formulas or rules used to determine the overall mark.
10. The weight of each task in contributing to the overall mark.
11. Topic and type of assessment (essay, project, examination, oral presentation, etc.) – specific details may be provided later through the assessment section in the Learning Management System.

The Unit outline will also:

- a) indicate that the aggregated mark for the unit will be moderated and may be scaled, if required. In some cases, moderation or scaling may result in a variation of the final grade awarded for the unit which is inconsistent with the marks awarded to the student for individual assessment items. However, if scaling is applied all students will have the same scale applied to their final mark.
- b) emphasise appropriate referencing conventions and requirements, clearly specify the degree of cooperation permitted between students, and remind students what constitutes academic dishonesty and the consequences of committing it under the ASA policy and procedures, and
- c) direct the student to the student handbook for other, more general information.

Prior to submitting assignments students should be familiar with the grades awarded for assessments. The table below provides the grade, mark and explanation of the code.

Grading

(as per the Student Assessment Policy)

| Grade | Definition |
|---|---|
| High Distinction HD Mark range: 85% and above | Complete and comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor objectives of the unit. |
| Distinction D Mark range: 75-84.9% | Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor objectives of the unit. |
| Credit C Mark range: 65-74.9% | High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not fully achieved. |
| Pass P Mark range: 50-64.9% | Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major objectives of the unit; some minor objectives not achieved. |
| Non-graded Pass NGP | Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major objectives of the unit. |
| Fail F Mark range: below 50% | Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor objectives of the unit. |
| Fail – not all assessment submitted. FNS | Did not complete all summative assessment tasks. |
| Fail- Exam Hurdle (FEH) | Student did not reach final exam hurdle of 40%. |

| Grade | Definition |
|--|--|
| Grade Pending GP | A final grade is yet to be awarded for the unit. This is a temporary grade only and must be finalised before the end of the following quadmester. |
| Supplementary Exam SX Mark range: 45-49.9% | A final grade is yet to be awarded for the unit as a supplementary exam has been approved. This is a temporary grade only and must be finalised before the end of the following quadmester. |
| Withdraw with Failure WF | Cancelled enrolment in the unit after the final date for withdrawal without failure. Cancelled enrolment in the unit for non-payment of fees. |
| Withdraw Without Failure AW | Cancelled enrolment in the unit before the final date for withdrawal without failure. This grade may also be awarded to students who withdraw from a unit after the withdrawal date under special or compassionate circumstances. In these cases, the grade is awarded at the discretion of the Academic Board. A unit with the grade of AW does not appear on a student's academic transcript. |
| Advanced Standing AS | Credit has been granted for the unit following an application and approval for Advanced Standing. |

Students must achieve at least 50% of the total marks to pass the unit.

6. Submission of Assessments

Students are required to submit assessment items in the form and at the time and date specified in the Unit outline. Assessment items submitted after the due date will be subject to a penalty unless a written prior approval of extension of time has been obtained, or if mitigating circumstances apply. Mitigating circumstances are circumstances outside of the student's control that have had an adverse effect on the student's work or ability to work and require an application for Special Consideration.

Where assessment items are submitted electronically, the date and time the email was received will be considered the date and time of submission. Written papers or other physical submissions will be time and date stamped as a record of receipt.

7. Late Submission

Penalties apply to any assessment item submitted after the assessment due date, unless prior approval for an extension of time has been obtained, or mitigating circumstances apply (see Special Consideration). The standard penalty is the reduction of the mark allocated to the assessment item by 5% of the total mark applicable for the assessment item, for each day or part-day up to 5 working days. Assessments received more than 5 working days after the due date will be allocated a zero mark.

8. Resubmission

Where a student has completed all assessment tasks and marginally fails a unit (i.e., has achieved a score of 46-49%) the Unit Lecturer or Course Coordinator may recommend to the Academic Dean that the student be offered the option of completing additional assessable work which, if completed at the prescribed standard, will result in the student passing the unit. The grade awarded after the additional assessment is finalised is limited to P. If the student does not take up the opportunity to complete the additional assessment work the grade remains as an F.

9. Special Consideration

1. An application for Special Consideration may be made in cases where the student's ability to submit an assessment item and/or satisfy attendance requirements has been adversely affected by sickness, misadventure, or other circumstances beyond their control.
2. A student must apply for Special Consideration in writing to the Course Coordinator within three (3) days of the due date of the assessment item or exam, or as soon as possible after the circumstances are known.

9.1 Factors for Consideration

The following factors will be taken into account when considering an application for Special Consideration:

1. the student's performance in other assessment tasks in the unit under consideration;
2. the severity of the event;
3. the student's academic standing in other units and in the course;
4. any history of previous applications for special consideration will be investigated to see if there is a pattern, except where the problem is ongoing/chronic; and
5. supporting evidence such as documentation.

9.2 Possible outcomes

The outcome of an application for Special Consideration may include:

1. no action owing to lack of evidence;

2. supplementary examination (as per section 9. below);
3. aggregation of marks already awarded for completed assessment tasks in the unit;
4. extension of deadline for assessment; and/ or
5. permission for a student to withdraw from the unit without academic penalty.

The student will be advised in writing of the application outcome for Special Consideration within seven (7) working days.

10. Supplementary Examination

For individual students to be eligible for approval of supplementary examination:

- A student's marginal fail grade for a unit is confirmed by Learning and Teaching Committee and
- The student has obtained a pass grade in 50% or more in other units for which the student is currently enrolled and
- The student has made every reasonable attempt to submit all assessment tasks and has attempted all examinations in that unit.

For an individual unit (where a high fail rate is recorded) too be eligible for approval of supplementary examination:

- For students enrolled in units where the marginal fail rate and fail rate combined exceeds 40% for that unit and
- The student's marginal fail grade for a unit is confirmed by Learning and Teaching Committee and
- The student has made every reasonable attempt to submit all assessment tasks and has attempted all examinations in that unit.

In either case,

1. The Academic Dean must, in writing, determine the form a supplementary examination is to take.
2. The Academic Dean must give the student adequate notice of the form, time and place of the supplementary examination.
3. To remove any doubt, a supplementary examination of a student may be set for any time not earlier than 3 working days after the day the student is notified of the interim grade.
4. If a student passes a supplementary examination the student is awarded a grade of Pass (P).
5. Unless the Academic Dean otherwise approves, a supplementary examination must be held before the end of the first week of the quadmester after the quadmester to which the assessment relates.

11. Data storage of assessments

At the end of each quadmester assessment items with associated materials should be stored in preparation for moderation.

12. Reviewing

Reviewing of an assessment submission involves the process by which a piece of assessed work is considered again by the original marker to confirm whether the original result was correct.

All ASA students have the right to request a review of their final examination grade, provided it is physically able to be reviewed or remarked and is in accordance with the marking Schedule.

Except where there are extenuating circumstances, the request for a review must be made within three working days:

- of the release of the result for the individual final examination grade; or
- within three working days of the release of the final results in the unit.

A student may request a review of their final examination grade by first asking the original marker of the final examination to review their work with them. The review should take place within twenty working days of the publication of the result for the task or, in the case of a final examination, for the unit.

A student may have no more than one review and one re-mark of any individual final examination grade.

13. Remarking

Students who are unsatisfied with the result of a review may request a re-mark.

The application for a re-mark must:

- be accompanied by a Remark fee of \$50 which will be refunded where the re-mark results in an altered final pass or higher grade.
- include evidence that the final examination has been reviewed by the original marker.
- report the result of the review.
- explain the grounds on which the re-mark is sought and provide evidence to support the grounds claimed.

A student may have no more than one review and one re-mark of any individual final examination grade.

The only grounds for a remark of the original grade are that the assessment was biased, or it failed to follow the published assessment criteria or grading scheme for the final examination grade; and/or there was an error in marking or in recording the final examination grade.

Remarking of an assessment submission involves the process by which a piece of assessed work is considered by an academic staff member other than the original marker to determine whether the original result should stand or be amended.

The marker will discuss the student's performance in the assessment task with reference to the grading criteria and will also check that the result has been calculated correctly but will not remark the work.

Where a student is not satisfied with the response, the student has a further three working days to apply in writing to the Academic Dean or delegate for a remark of the final examination.

If the Academic Dean or the Course Coordinator is the original marker of the grade, the Academic Dean will delegate resolution of the matter to a senior colleague.

The Academic Dean or delegated senior colleague may dismiss a request for a remark if they believe the case for remarking has not been made.

A written response must be provided to the student informing the student that a case has not been made and the final examination will not be remarked. The student may, within 10 working days of notification of the decision, appeal the decision under the Academic Appeals Policy and Procedure where there is:

- procedural irregularity in the recommending and/or making of the decision appealed against.
- new evidence not known to the student at the date of the decision being appealed which becomes apparent since the date of that decision.
- If the Academic Dean or delegated senior colleague believes a case for remarking has been made, they must appoint a second marker who will make an independent assessment of the work.

The second marker, where possible, will mark the work 'blind' to the reason for the remark and the author. If the specific field of study limits the number of suitable second markers the best fit for an appropriate assessor will be used.

The second marker will remark the final examination and will make a recommendation to the Academic Dean as to whether the final examination grade should be altered and, if so, they will recommend a grade.

Where the Academic Dean receives a recommendation from the second marker, the Academic Dean will decide to alter or not to alter the grade, considering any general adjustments to grades for the unit assessment made as part of the moderation process or in accordance with grading distribution guidelines. In the event of a discrepancy of 10% or greater between the original grade and the re- mark, the Academic Dean will make the final decision, in consultation with the Course Coordinator.

A re-mark will not lead to a lower mark. Where the re-marker grades the work lower than the original assessment, the original assessment will stand. Where the re- marker grades the work higher than the original assessment, the higher mark will be awarded.

The staff member responsible for arranging the re-mark will advise the student of the outcome, including reasons for the decision, within ten working days of the decision of the re-marker.

14. Appeals

A student may appeal against a decision made under this Policy and Procedure. Appeals must be made as described in the *Student Assessment Appeals Policy and Student Assessment Appeals Procedure*.

15. Specific Related Documents

Student Assessment Appeals Procedure

Student Assessment Policy

Student Assessment Appeals Policy

Student Academic Misconduct Procedure and Flowchart

Work Integrated Learning Policy and Procedure

Work Integrated Learning Manual

The policy related to this procedure can be found under the policy register as “*Student Assessment Policy*”.

16. Version Control

| Document | | Student Assessment Procedure | | | |
|-------------|-----|------------------------------|---|--|-------------|
| Approved by | | Academic Board | | Date: 10 August 2022 | |
| | | | | Next review | 2025 |
| Version # | 7.0 | Replaces Version # | 6.1 | Academic Board approval | |
| | 6.1 | | 6.1 | Update to 4.4 Non-Credit Formative Assessment and Fail- Exam Hurdle (FEH) | |
| | 6.0 | | 5.3 | Academic Board approval | |
| | 5.3 | | 5.0-5.2 3, 4. 4.1, 4.3, 4.4, 4.5, 5, 8, 10, 12 and 13. | Update to assessment | |
| | 5.0 | | 4.2-4.3 | Minor updates for course accreditation Academic Board approval | 06 Oct 2021 |
| | 4.2 | | 4.0-4.1 | Minor updates for course accreditation | |
| | 4.0 | | 3.0-3.1 | Academic Board approval Further course accreditation Requirements and assessments changes | |
| | 3.0 | | 2.8-2.4 | Academic Board approval Course accreditation Requirements and assessments changes | |
| | 2.4 | | 2.1-2.3 | Further amendments – COVID-19 requirements and assessments changes and CAC requirements considered | |
| | 2.1 | | 2.0 | COVID-19 requirements and assessments changes | |
| | 2.0 | | 1.4 | Academic Board Approval corresponds with policy and move to online teaching | |
| | 1.4 | | 1.0 | Added assessment guidelines to procedure | Oct 2020 |
| | 1.0 | | 0.5 | Style review | |
| | 0.5 | | 0.3 – 0.4 | Project Manager review | |

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|--|-----|--|-----------|-----------------------|------|
| | | | | Next review | 2020 |
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