

# Assessment (HE) Procedure

## Section 1 - PURPOSE

(1) This procedure describes assessment design and delivery processes. This procedure is a part of the Melbourne Polytechnic Assessment Framework and responds to the [Assessment, Credit and Moderation \(HE\) Policy](#).

## Section 2 - SCOPE

(2) This procedure applies to Higher Education award courses including all delivery locations (onshore and offshore), courses offered through partners, academic teaching staff, administrative staff, and students.

## Section 3 - PROCEDURE

### Assessment Design and Delivery

(3) The Subject Coordinator in collaboration with the Curriculum Designer at the time of development for accreditation, will design assessment tasks, assessment criteria and marking rubrics as per the requirements outlined in the [Assessment, Credit and Moderation \(HE\) Policy](#).<sup>1</sup>

(4) All assessments are subject to Melbourne Polytechnic's approval processes relating to major and minor amendments that may be part of the continuous improvement cycle and or (re) accreditation.

(5) Only approved assessments are included in the student subject outline.

(6) Subject Coordinators prepare the student subject outline detailing each assessment task including hurdle requirements, weightings, mark allocations, due dates, assessment criteria, submission instructions and a marking rubric where appropriate. Examinations, tests and quizzes are not included in the student subject outline but do require a marking guide.

(7) Student subject outlines are prepared within specified timelines (as defined by either the Director Higher Education, Department Manager or Head of Program), on approved templates, written in plain English, free from ambiguities and professionally presented.

(8) Any subject assessments requiring updating are validated prior to subject delivery commencement, by an appropriately qualified academic staff member (subject assessment validator) not directly involved in the delivery of the subject. Details are provided in the [Moderation and Validation \(HE\) Procedure](#).

(9) The Subject Coordinator updates the student subject outline, taking into consideration academic and student feedback from past delivery and feedback provided through the subject assessment validation process.

(10) The Subject Coordinator uploads the student subject outline to the learning management system along with other relevant material by the first day of semester.

(11) The Subject Coordinator updates the learning management system to reflect each assessment task including

specific due dates, submission times and instructions.

(12) Academic teaching staff inform students of the student subject outline and assessment requirements in the first week of semester.

(13) Academic teaching staff explain academic integrity to students and each student's responsibilities in the first week of semester. Details are provided in the [Academic Integrity Policy](#) and the [Academic Integrity \(Students\) Procedure](#).

(14) Academic teaching staff conduct delivery and assessment requirements as per the student subject outline and remind students of submission requirements including authorship and correct referencing.

(15) Academic teaching staff provide students with timely assessment task feedback (within ten (10) working days of the agreed submission date) following each assessment task to support learning engagement and improvement.

(16) Assessment scheduling may be changed due to unforeseen circumstances, for example unsuitable weather conditions, equipment breakages, resource availability etc. and where these changes occur, students will be provided with adequate time to complete the assessment. This requires:

- a. Subject coordinator to consult with the Head of Program prior to making changes to the assessment task due to unforeseen circumstances.
- b. The Head of Program approve proposed changes and works with teaching staff and administrators to inform students of the changes to the assessment task due to unforeseen circumstances.
- c. Once assessment task changes are approved, Academic teaching staff must update the learning management system and the student subject outline.
- d. Subject Coordinators to update the Minor, Major and Material Changes Register.

(17) Academic teaching staff immediately advise the Head of Program when academic misconduct (plagiarism, collusion, cheating) is suspected by submitting a completed [Higher Education Incident Report Form](#). The Head of Program will address the matter in accordance with the [Academic Integrity \(Students\) Procedure](#).

(18) The Head of Program will provide the completed HE Incident Report to the Course Administrator/Academic Services Officer /Directorate Administrator HE to document each incident in the HE Academic Misconduct Register.

(19) The Directorate Administrator HE maintains the Academic Misconduct Register of breaches and decisions and reports these to the Examinations and Integrity Committee.

## **Reasonable Adjustments to Assessment**

(20) A student requiring support due to disability, a long term medical condition or mental health illness impacting their learning are encouraged to:

- a. contact the Student Equity and Access Service (SEAS) and
- b. complete a [Request for Support Form \(Students with a Disability or Chronic Medical Condition\)](#) detailing the support required.

(21) The Student Equity and Access Service staff (SEAS) meets with the student and the Subject Coordinator to develop a Disability Support Plan and an Assessment Support Report for assessment tasks and examinations.

(22) The Subject Coordinator works with the relevant academic teaching staff to ensure the agreed plan is fully implemented and storage location of these plans to be coordinated by the Directorate Administrator HE.

(23) A student may submit a [Special Consideration \(HE\) Form](#) for unforeseen circumstances not covered under the

Disability Support Plan and Assessment Support Report for assessment tasks and examinations. See Special Consideration section below.

## **Extension to Due Date of Assessment**

(24) Where a student is prevented from submitting an assessment task by the required date due to unforeseen circumstances, they may contact their lecturer or Subject Coordinator via email or the learning management system to discuss the matter. This should occur in advance of the assessment due date, if possible, and no later than 24 hours after the assessment due date.

(25) The lecturer or Subject Coordinator considers the circumstances and may approve a short extension up to 48 hours to complete the assessment task. Only one (1) short term extension per assessment task is permitted. It may not be possible to provide an extension for some assessment tasks such as practical assessments scheduled for a particular day or assessments undertaken during the examination period.

(26) If longer than 48 hours is required to complete the assessment task, a student must submit an [Assessment Extension \(HE\) Request Form](#) with supporting documentation to [specialconsideration@melbournepolytechnic.edu.au](mailto:specialconsideration@melbournepolytechnic.edu.au). The Student's ID course name will be included in the email subject heading with the completed request form. The Course Administrator/Academic Services Officer enters the details into the Special Consideration Register.

(27) Unforeseen circumstances and supporting documentation include:

- a. Medical certificate or relevant supporting documentation from a Student Counsellor for bereavement, accident or illness.
- b. Relevant supporting documentation from a Student Counsellor, landlord, financial institution, government agency or other source due to disruption of living arrangements, financial or family circumstances.
- c. Relevant supporting documentation from a Student Counsellor or other source detailing the situation and impact on the student's capacity to complete the assessment due to unexpected government rules or legislative changes or other events (e.g. extreme weather events or Pandemics).
- d. Relevant supporting documentation from electricity or internet service provider, screen shots including date and time of problem due to technical issues experienced during online assessments.

(28) The Subject Coordinator reviews and approves, as appropriate, the completed application in consultation with the lecturer and the decision is forwarded to the Course Administrator.

(29) The Course Administrator/Academic Services Officer prepares the written outcome response and distributes to the student. This must be completed within two (2) working days of receiving the application.

(30) A student may be granted up to ten (10) working days to complete the assessment task.

(31) The lecturer updates the learning management system with the approved extension submission date.

(32) A student must attach the approved form to their assessment task when submitting the assessment task via the learning management system or in person via hard copy.

(33) A student granted an extension is normally provided with feedback on the submitted assessment within ten (10) working days of the agreed submission date.

(34) Where a student does not submit an [Assessment Extension \(HE\) Request Form](#) or the assessment task by the due date, 5% of the total possible marks will be deducted for each overdue day, up to ten (10) working days. Assessments submitted after ten (10) working days, will not be marked, and given a fail grade.

(35) Where a student has submitted an [Assessment Extension \(HE\) Request Form](#) and does not submit the

assessment task by the agreed extended due date, the assessment task will not be marked and automatically given a fail grade.

(36) Failure to submit assessment tasks may result in ineligibility for moderation, supplementary assessment or conceded pass.

(37) The Course Administrator/Academic Services Officer maintains a register of assessment extension requests and decisions for reporting to the Examinations and Integrity Committee.

## **Special Consideration**

(38) Special consideration may be applied across a range of subjects for a student who has been affected by illness or other unexpected cause that has adversely affected their capacity to undertake, prepare for or complete any component of an assessment task including:

- a. Examinations.
- b. Presentation and performance assessments scheduled at specific times and dates.
- c. Extensions to due date of assessment beyond ten (10) working days.

(39) A student is encouraged to speak with their lecturer to determine if a special consideration application is the most suitable option.

(40) A student applies for special consideration by completing and submitting a [Special Consideration \(HE\) Form](#) along with supporting documentation to the Course Administrator/ any time during the semester and up to five (5) working days after the assessment due date.

Special consideration criteria and supporting documentation include:

- a. Medical certificate, medical impact statement completed by a registered medical/health practitioner (e.g. doctor, psychologist, counsellor), or relevant supporting documentation from Student Counsellor or Student Equity and Access Service for bereavement, accident or illness.
- b. Relevant supporting documentation from a Student Counsellor, landlord, financial institution, government agency or other source due to disruption of living arrangements, financial or family circumstances.
- c. Relevant supporting documentation from a Student Counsellor, employer, Centrelink or other government agency for substantial changes to employment, changes in arrangements by Centrelink or other government agency.
- d. Relevant supporting documentation from a cultural or faith leader explaining how the obligatory cultural or religious commitment will prevent the student from attempting or completing the assessment task.

(41) The Head of Program reviews the application in consultation with the Lecturer and provides an outcome response in writing to the student within five (5) working days of receiving the completed application and all supporting documentation.

(42) The outcome will be one of the following:

- a. An extension to complete the work beyond ten (10) working days with a maximum extension in exceptional circumstances permitted up to the end of the examination period.
- b. Equivalent special assessment task.
- c. Deferred examination.
- d. Removal of academic penalty due to late withdrawal of a subject.

(43) The Course Administrator/Academic Services Officer maintains a register of special consideration requests and

decisions for reporting to the Examinations and Integrity Committee.

## **Examination and Invigilation Examination Timetable Preparation**

(44) The Directorate Administrator HE in collaboration with the course administrators will collate examination requirements for each subject including specific examination instructions, student numbers, duration, venues, dates and times within the first three (3) weeks of semester and commencing preparation of the draft examination timetable.

(45) The Directorate Administrator HE in consultation with Course Administrators/Academic Course Officer and MP Coordinator Timetabling, Facilities and Assets to ensure suitable examination venues and security (for afterhours examinations) are booked.

(46) The draft examination timetable is distributed six weeks prior to the examination period via email to staff and students to assist with identifying clashes and/or other issues that require resolution.

(47) Staff and students are required to report examination clashes and any other issues that require resolution to the Course Administrator within two (2) weeks of draft timetable distribution.

(48) The Head of Program reviews and approves the final examination timetable for publication four (4) weeks prior to the commencement of the examination period.

(49) The Directorate Administrator HE is responsible for scheduling the invigilated examination dates, publishing the examination timetable.

(50) The subject coordinator is responsible for ensuring published examination dates are in the learning management system, and advises students accordingly.

## **Examination Paper Preparation**

(51) Examination papers, including supplementary examinations, deferred examinations, and/or alternative assessment tasks along with answer guides, are prepared by the Subject Coordinator, in consultation with any other academics delivering the subject.

(52) An appropriately qualified academic staff member not directly involved in the delivery of the subject validates the examination paper/s and/or alternative assessment task to ensure:

- a. Learning outcomes are being assessed, marking criteria is clear and assessment criteria is linked to the grading standards.
- b. Assessments are free from ambiguities, written in plain English, and professionally presented.
- c. Timeframes set for all assessments are reasonable.
- d. All relevant material has been provided.

(53) If irreconcilable differences of opinion occur at any stage of assessment validation, the matter is referred to the Head of Program for resolution.

(54) The Subject Coordinator submits the validated examination paper/s and/or alternative assessment task along with answer guides via a secure site to the Directorate Administrator HE.

(55) The Directorate Administrator HE will organise printing and secure storage of papers where appropriate.

(56) For offshore delivery, the Head of Program will work with the Academic Services Officer to ensure the secure storage of papers (including password protection) and oversee the release of secured written examinations for

printing prior to an examination.

(57) The Academic Services Officer is responsible for organising printing and secure storage of examination papers.

(58) Examination papers are not released (regardless of location) prior to the examination time excepting to the Course Administrator/Academic Services Officers/Invigilators for official administrative purposes.

(59) Course Administrators/Academic Services Officer deliver examination papers, examination booklets along with attendance lists and photo ID rolls to the examination venues. The number of examination papers and booklets will be recorded and signed for by the Invigilator.

(60) Where the examination is delivered online, Subject Coordinators upload the examination on the learning management system and set the parameters for releasing (unhiding) the examination to students at the commencement of the scheduled examination time.

## **Invigilation**

(61) Directorate Administrator HE will appropriately induct invigilators to conduct face to face and online examinations in accordance with the [Examination Conduct and Invigilation \(HE\) Guidelines](#) and the [Digital Invigilation \(HE\) Procedure](#).

(62) At the completion of the examination, Invigilators must record any issues that arise as part of invigilation on the [Examination Incident Report \(HE\) Form](#) and report these to the Course Administrator/ Directorate Administrator HE.

(63) The Invigilator delivers the completed and spare examinations and answer books to the Course Administrator/Academic Services Officer as soon as reasonably possible after the examination is completed to be stored securely until signed out for marking. Any inconsistencies in examination materials accounting at any stage must be reported.

(64) For online examinations, the Subject Coordinator is responsible for electronically hiding the examination paper at the completion of the exam.

(65) The Head of Program reviews and addresses examination incident reports in accordance with the [Academic Integrity \(Students\) Procedure](#).

(66) Course Administrators/stores marked examinations and answer books in a secure location and securely disposes of spare examinations as per the [Records Management Procedure](#) and Records Retention Guide.

## **Student Performance Confirmation and Reporting**

(67) Managers, in consultation with the Directorate Administrator HE will develop an academic calendar that includes assessment, grade moderation and result activities. The calendar will be distributed prior to the commencement of semester for academic teaching staff.

(68) Academic teaching staff progressively complete marking based on marking criteria and marking rubric included in the published student subject outline and enter interim marks into the Learning Management System.

(69) Academic teaching staff complete assessment grade moderation according to the [Assessment, Credit and Moderation \(HE\) Policy](#) and [Moderation and Validation \(HE\) Procedure](#).

(70) The Head of Program with support from the Course Administrator/Academic Services Officer and Directorate Administrator HE prepares required documentation for consideration at the Results Review Meeting including grade reports, student assessment report, grade distribution, exception report, special consideration requests and outcomes report.

(71) The Results Review Meeting is conducted in accordance with the Results Review Meeting (HE) Terms of Reference. All results are reviewed, and finalised and grade distributions reviewed.

(72) The Head of Program prepares an exception report including any assessment result changes in preparation for consideration at the Examinations and Integrity Committee including.

- a. Minor moderation of grades
- b. Any proposals for scaling of marks.
- c. Grade distributions for each subject.
- d. Offers of supplementary assessment due to subject grade.
- e. Offers of special consideration outcomes.
- f. Students eligible for a Conceded Pass grade.
- g. Students recommended to attend an Academic Progress Panel meeting.
- h. Letters of commendation for high achieving students.

(73) The Examinations and Integrity Committee reviews assessment judgements and oversights assessment procedures in accordance with the Examinations and Integrity Committee Terms of Reference. This includes review of grade distribution and exception reports, pertinent academic integrity risks are reviewed, scaling of marks confirmed and results ratified for publication to students.

(74) Results without recommended changes (determined by Results Review Meeting) are progressively recorded on the student management system with all remaining results recorded following the Examinations and Integrity Committee meeting.

(75) The following grading codes are used to record student performance judgements in the student management system.

Mark/Grading Code	Description	Mark Range %
xx/HD	High Distinction	80 - 100%
xx/D	Distinction	70 - 79%
xx/CR	Credit	60 - 69%
xx/PA	Pass	50 - 59%
xx/N	Fail	00 - 49%
xx/WN	Withdrawn between Week 10 - 13, and counted as a fail	
-/H	Marks not available or withheld	

xx/SA	Supplementary assessment granted	
-/CP	Conceded Pass	
-/SAH	Supplementary assessment hurdle task outstanding	
50/PS	Supplementary assessment passed	
xx/NS	Supplementary assessment failed or declined	
xx/grade	Supplementary assessment hurdle requirement passed	
-/N	Supplementary assessment hurdle requirement failed	

-/UP	Ungraded Pass	No mark submitted
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## Supplementary Assessment

(76) Students to be offered supplementary assessment are identified at the Results Review Meeting according to the criteria detailed in the [Assessment, Credit and Moderation \(HE\) Policy](#) and approved by the Examination and Integrity Committee.

(77) Students are advised of any offer to undertake supplementary assessment after results have been ratified. Students do not apply for supplementary assessment.

(78) The Course Administrator/Academic Services Officer record the relevant grading code in the student management system for supplementary assessment or hurdle requirement prior to result release.

(79) The Course Administrator/ Academic Services Officer advise any student undertaking supplementary assessment of all relevant requirements five (5) working days prior to the scheduled supplementary assessment date.

(80) Supplementary assessment is normally held within the period commencing two weeks of the publication of results and prior to the commencement of the following semester.

(81) Once supplementary assessment has been completed, marked and moderated, the Manager Higher Education in consultation with the Head of Program completes and submits an [Amendment to Result \(HE\) Form](#) to Academic Registry to amend the student's result record.

(82) Supplementary assessment results are finalised including notifying the student of their result prior to the beginning of the following semester.

## Conceded Pass

(83) Offers of a Conceded Pass are determined at the Results Review Meeting according to the criteria detailed in the [Assessment, Credit and Moderation \(HE\) Policy](#) and approved by the Examinations and Integrity Committee. See the [Moderation and Validation \(HE\) Procedure](#) for awarding conceded passes.

(84) Following result publication, a student may decline a Conceded Pass grade by contacting the Head of Program within five (5) working days of result publication. Students do not apply for a Conceded Pass.

(85) The Head of Program completes and submits an [Amendment to Result \(HE\) Form](#) to Academic Registry to amend the student's result record.

(86) Where a student declines a Conceded Pass, they will be required to re-enrol and repeat the subject in order to complete the requirements of the course.

## Assessment Review

(87) A student who has concerns regarding their assessment grade may contact the lecturer within five (5) working days of receiving their assessment feedback on an individual assessment task or final mark/grade following result release.

(88) Assessments are reviewed to determine whether the assessment was marked in accordance with the marking criteria, marking rubric and any appropriate scaling of marks was undertaken. This is conducted by the lecturer in consultation with the Subject Coordinator, who then advises the student accordingly.

(89) If the matter remains unresolved, the student may apply for a more formal review by completing the [Re-](#)



[Assessment of Result \(HE\) Application Form](#) and submitting to the Head of Program within ten (10) working days of result release.

(90) Submission of the [Re-Assessment of Result \(HE\) Application Form](#) requires the student to provide evidence that the matter has been discussed with the lecturer and/or Subject Coordinator, the nature of the lecturer feedback and detailed grounds for the review.

(91) The Head of Program reviews and approves the application as appropriate and advises the student within five (5) working days of the outcome.

(92) Approved re-assessment of results decisions receive secondary moderation of the assessment task/examination. This is organised by the Head of Program and the student is advised of the outcome in writing within ten (10) working days.

(93) Where the assessment review results in a change to the original subject mark/grade, the Manager Higher Education, in consultation with the Head of Program, completes and submits an [Amendment to Result \(HE\) Form](#) to Academic Registry to amend the student's result record.

(94) The result of any assessment review is final.

## **Assessment Complaints and Appeals**

(95) A student who has concerns regarding reasonable adjustments to assessment may contact the lecturer to discuss their concerns. The lecturer will liaise with the Subject Coordinator and work with the student to resolve the matter. If the matter remains unresolved, a student may lodge a complaint by emailing using [appeals@melbournepolytechnic.edu.au](mailto:appeals@melbournepolytechnic.edu.au) with details of the appeal and supporting evidence in line with the [Student Complaints and Appeals Policy](#) and [Student Complaints and Appeals Procedure](#).

(96) A student who has concerns regarding the processing of their special consideration application (e.g. time delays) may contact the lecturer or Subject Coordinator to discuss their concerns. If the matter remains unresolved, the student may lodge a complaint by emailing using [appeals@melbournepolytechnic.edu.au](mailto:appeals@melbournepolytechnic.edu.au) with details of the appeal and supporting evidence in line with using the [Student Complaints and Appeals Policy](#) and [Student Complaints and Appeals Procedure](#).

(97) A student who has concerns regarding a decision regarding their application for special consideration or decision regarding supplementary assessment may contact the Subject Coordinator to discuss their concerns. If the matter remains unresolved, a student may lodge an appeal by emailing [appeals@melbournepolytechnic.edu.au](mailto:appeals@melbournepolytechnic.edu.au) with details of the appeal and supporting evidence.

(98) The appeal will then be forwarded to the Manager Higher Education and Director Higher Education for processing in line with the [Student Complaints and Appeals Policy](#) and [Student Complaints and Appeals Procedure](#).

(99) A student must include evidence to support the grounds for an appeal.

(100) A student is advised of the outcome within ten (10) working days of submitting an appeal.

## **Section 4 - RESPONSIBILITY AND ACCOUNTABILITY**

(101) The Director Higher Education is responsible for:

- a. Ensuring this procedure and associated procedures are applied across teaching areas.
- b. Supporting the Results Review Meeting and Examinations and Integrity Committee.

c. Ensuring examination and invigilation activities are conducted appropriately.

(102) The Director Asia Academic Operations International is responsible for:

- a. Ensuring all contracts with international partners adhere to this procedure and associated procedures.
- b. Overseeing the security and release of password protected written examinations for printing prior to an examination

(103) The Curriculum Unit is responsible for:

- a. Setting a standard for assessment design and development in Higher Education courses that align with the Education Strategy.
- b. Advising on assessment design and development of marking rubrics

(104) Managers are responsible for:

- a. Oversight of all validation and moderation activities to ensure the policy and procedure is followed.
- b. Developing an academic calendar including assessment, grade and result activities and ensuring assessment activities occur as per the academic calendar.
- c. Completing and submitting an Amendment to Result (HE) Form for supplementary assessment results.
- d. Completing and submitting an Amendment to Result (HE) Form for result changes following assessment review.

(105) The Head of Program is responsible for:

- a. Approving special requirements and special consideration requests.
- b. Identifying requirements for invigilation and approving the examination timetable for publication.
- c. Overseeing subject assessment validation and grade moderation activities at course level, including any collaboration with other courses where necessary.
- d. Nominating peer reviewers.
- e. Preparing material for and participating in Results Review Meetings.
- f. Delegating tasks to staff as appropriate where academic judgement is required.
- g. Responding to requests for appeals/reviews.
- h. Addressing any alleged academic misconduct occurrences in accordance with the [Academic Integrity \(Students\) Procedure](#).
- i. Completing and submitting an Amendment to Result (HE) Form for students who decline a Conceded Pass result.
- j. Leading continuous improvement review of assessment strategies and benchmarking.

(106) The Subject Coordinator is responsible for:

- a. Preparing the student subject outline.
- b. Developing assessment criteria and rubric.
- c. Determining examination requirements, preparing assessments and examinations papers.
- d. Ensuring reasonable adjustments to assessments are implemented.
- e. Overseeing subject assessment validation and grade moderation of subject-by-subject teaching teams.
- f. Completing any activities related to setting up the learning management system to release and hide examinations at scheduled examination time.

(107) Academic teaching staff are responsible for:

- a. Assessment delivery including reasonable adjustments.
- b. Assessment marking and judgements.
- c. Approving short term extensions to due date of an assessment task.
- d. Participating in assessment grade moderation (within and across courses).
- e. Providing timely and quality feedback to students.
- f. Discussing assessment concerns/issues with students.
- g. Advising the Head of Program of alleged academic misconduct.
- h. Reviewing and validating subject assessments including examinations.

(108) The Directorate Administrator HE is responsible for:

- a. Assisting with the development and dissemination of the academic calendar including assessment, grade and result activities for academic teaching staff.
- b. Result collation.
- c. Supporting Governance and oversight of administrative procedures to ensure compliance with policy and procedure.
- d. Examination and invigilation activities as per assessment procedures including digital invigilation with assistance from Course Administrators/Academic Services Officer.
- e. Overseeing the maintenance of the register of special consideration applications and decisions for reporting purposes.
- f. Supervising invigilators at each examination venue.
- g. Delegating tasks to Course Administrators as appropriate to support operational activities.

(109) The Course Administrator/Academic Services Officer (FMP) is responsible for:

- a. Receiving assessment extension requests and supporting documentation.
- b. Receiving special consideration applications and supporting documentation.
- c. Passing on special consideration applications to the Head of Program.
- d. Maintaining a register of special consideration applications and decisions for reporting purposes.
- e. Maintaining a register of assessment extension requests and decisions for reporting purposes.
- f. Assisting the Directorate Administrator HE with examination and invigilation processes.
- g. Assisting the Head of Program with preparing documentation for Results Review Meeting.
- h. Advising students of supplementary assessment procedures
- i. Completing a report at the end of each session detailing any issues/anomalies that may have compromised the examination conditions.
- j. Delivering spare and completed examinations and answer books to the Course Administrator/Academic Services Officer.
- k. Delivering examination incident reports to the Course Administrator/Academic Services Officer on the same day of the examination session where the incident has taken place.

(110) Invigilators are responsible for:

- a. Accounting for examinations materials at delivery, collection and return.
- b. Setting out approved examination materials and examination papers before the examination commences.
- c. Directing and supervising students' conduct in examinations and providing appropriate support.
- d. Undertaking confirmation of student identification prior to an examination being conducted online as per the [Digital Invigilation \(HE\) Procedure](#).

- e. Monitoring and recording incidents of alleged academic misconduct in writing.
- f. Ensuring an Examination incident report is completed and delivered at the end of each session detailing any issues/anomalies that may have compromised the examination conditions.
- g. Reporting on any 'unaccounted for' examinations materials at any stage.
- h. Returning space and completed examinations and answer books to the Course Administrator/Academic Services Officer for verifying safe return and secure storage of all examination materials.

(111) The Results Review Meeting is responsible for ensuring assessment results are reviewed and finalised, provide proposals for scaling of marks, review grade distributions for subjects, supplementary assessment approval and identifying conceded pass eligibility prior to the Examinations and Integrity Committee meeting.

(112) The Student Equity and Access Service (SEAS) is responsible for supporting students with a disability and working collaboratively with both students and academic teaching staff to develop and implement Disability Support Plans and reasonable adjustments for assessment.

(113) The Standards and Registration Unit is responsible for:

- a. Advising and contributing to continuous quality improvement processes.
- b. Providing advice and guidance on processes related to assessment matters.

(114) The Examinations and Integrity Committee (EIC) is responsible for ensuring academic integrity of student grades, including reviewing grade distributions, approving proposals for scaling of marks if appropriate, reviewing and approving as appropriate, recommendations in exception reports and ratifying final grades for publication to students.

(115) The Learning and Teaching Quality Committee is responsible for:

- a. Monitoring the review and validity of academic credit and/or Recognition of Prior Learning decisions.
- b. Annual reporting and analysis of performance of student outcomes.

(116) Executive Director Academic Operations is accountable for ensuring the [Assessment, Credit and Moderation \(HE\) Policy](#) and associated procedures are fully implemented and adhered to by all relevant staff and stakeholders.

(117) Higher Education Academic Board is responsible to review the application of relevant policy and procedure in relation to progress, process, and outcomes of assessment.

## **Section 5 - SUPPORTING DOCUMENTS AND TEMPLATES**

(118) Related Melbourne Polytechnic policies and procedures:

- a. [Amendment to Result \(HE\) Form](#)
- b. [Assessment, Credit and Moderation \(HE\) Policy](#)
- c. [Assessment Cover Sheet \(HE\) Template](#)
- d. [Assessment Extension \(HE\) Request Form](#)
- e. [Assessment \(HE\) Guidelines](#)
- f. [Assessment \(HE\) Procedure](#)
- g. [Assessment Moderation Certificate Template](#)
- h. [Course Review \(HE\) Procedure](#)
- i. [Digital Invigilation \(HE\) Procedure](#)

- j. Examinations and Integrity Committee [Terms of Reference](#)
- k. [Examination Conduct and Invigilation \(HE\) Guidelines](#)
- l. Examination Invigilation Report (HE) Form
- m. [Examination Incident Report \(HE\) Form](#)
- n. [Higher Education Incident Report Form](#)
- o. [Moderation and Validation \(HE\) Procedure](#)
- p. [Re-assessment of Result \(HE\) Application Form](#)
- q. [Request for Support Form](#)
- r. Request for Support Procedure
- s. [Result Review Meeting \(HE\) Terms of Reference](#)
- t. [Special Consideration \(HE\) Form](#)
- u. [Special Consideration Medical Impact \(HE\) Statement](#)
- v. [Academic Integrity Policy](#)
- w. [Academic Integrity \(Students\) Procedure](#)
- x. [Student Complaints and Appeals Policy](#)
- y. [Student Complaints and Appeals Procedure](#)
- z. [Student Discipline Policy](#)
- aa. [Subject Moderation Certificate Template](#)
- ab. [Supporting Students with Disabilities Policy](#)
- ac. [Online Service Standards](#)

(119) Related Legislation and Regulation

- a. [Australian Qualifications Framework](#)
- b. [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- c. [Guidance Note: Course Design \(including Learning Outcomes and Assessment\)](#)

## Section 6 - DEFINITIONS

(120) For the purpose of this procedure the following definitions apply:

- a. Academic Integrity: the expectation that teachers, students, researchers, and all members of the academic community act with honesty, trust, fairness, respect, and responsibility.
- b. Academic penalty date: The last day to withdraw from a subject without receiving a fail result on your academic record.
- c. Assessment: A process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.
- d. Assessment design: Assessment strategies mapped to learning outcomes that demonstrate a student's learning and achievement. Assessment design may include formative and summative assessment tasks that provide clear expectations for students and allow for practice and feedback.
- e. Assessment grade moderation: Quality assurance processes that ensure comparability of standards of student performance across different markers, locations, subjects, providers and/or courses.
- f. Assessment task: A specific, discrete learning activity, exercise or a series of formative works that address a common knowledge and skill set designed to obtain evidence about a student's achievement of the subject and course learning outcomes (as per the Student Subject Guide). Tasks may be diagnostic, formative, or summative, including but not limited to, essays, presentations, performance, exhibition or final examinations.

- g. Assessment validation: Validation of assessment is a quality assurance and improvement process and involves checking that the assessment tool has produced valid, reliable, sufficient, current and authentic evidence to enable reasonable judgements to be made as to whether the requirements of the relevant aspects of the training product have been met. It includes reviewing and making recommendations for future improvements to the assessment tool, process and/or outcomes.
- h. Assessor: Academic responsible for marking student assessment
- i. Course: An accredited qualification made up of a defined set of subjects.
- j. Criterion referenced assessment: The process of judging and grading student achievement by comparing the quality of the work submitted against a set of specified criteria related to the desired learning outcomes of a course.
- k. Deferred examination: An examination that with approval is taken later to the original scheduled time of the examination.
- l. Disability support plan: A confidential report detailing the Student Learning and Assessment Support required by a student registered with the Disability Support area.
- m. Double marking: A process where a minimum of two markers evaluate a piece of work and agree a final mark. The second marker(s) is provided with the first mark and may meet with the provider of the first mark to ensure a greater understanding of application of the marking rubric.. All markers than consult to support the setting of the final agreed mark.
- n. Examination incident report: A report that details the alleged misconduct in an examination.
- o. Extension date: Additional time provided to complete a non-examination assessment task due to exceptional circumstances.
- p. Formative assessment: An assessment that is used to provide students with feedback on their progress and may be incorporated in subsequent assessment tasks and learning activities as part of the learning experience.
- q. Hurdle task: Any condition, which a student must meet in order to pass the subject.
- r. Invigilator: Examination invigilators are responsible for assuring that all Melbourne Polytechnic examinations are conducted according to Institute guidelines and any associated policies. The invigilator will supervise students' conduct within the examination room (face to face and/or online) to maintain academic integrity standards.
- s. Learning outcome: The expression of a set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.
- t. Marking rubric: Sets out the criteria for marking an assessment and describes expected levels of performance associated with the assessment.
- u. Medical impact statement: A statement completed by a professional practitioner assessing the level of impact a medical condition has had on preparing and/or completing an assessment task
- v. Online assessment: Assessment that is enabled by digital technologies
- w. Plagiarism: Submitting all or part of another person's work without acknowledging, citing, or referencing the original source of the work.
- x. Program: The nested set of courses leading to a qualification.
- y. Reasonable adjustments: Measures and adaptations put in place to facilitate student participation in subjects and courses while ensuring that academic standards and inherent requirements of the course are not compromised.
- z. Results Review Meeting: A meeting conducted at course level responsible for reviewing and consolidating student results and making recommendations to the Examinations and Integrity Committee regarding scaling of marks, supplementary assessment and students eligible for a Conceded Pass.
- aa. Scaling of marks: Scaling refers to the adjustment of a group of marks of an entire class or a subset of that class or of individual marks or compiled marks.
- ab. Special consideration: Independently verifiable circumstances during the semester where a student has been

affected by illness or other unexpected cause, which has affected their capacity to undertake, prepare for, or complete any component of an assessment.

- ac. Student learning and assessment support report: Details of pre-agreed arrangements for examinations and assessments to enable a student with a disability to participate on the same basis as other students
- ad. Subject: A discrete unit of study.
- ae. Subject assessment validation: Refers to the review of a subject's assessment task design and delivery to ensure consistency with learning outcomes and performance standards, and learner centred educational strategies.
- af. Subject assessment validator: An appropriately qualified academic staff member, not directly involved in the delivery of the subject who reviews assessment tasks to ensure they align and reflect the learning outcomes for the course and subject, and that the content and criteria are set at the appropriate level.
- ag. Summative assessment: An assessment that is used to measure the level of student success in achieving learning outcomes and contributes to a student's final grade for the subject.
- ah. Supplementary assessment: New items of assessment designed to provide students with an opportunity to demonstrate successful achievement of all learning outcomes.
- ai. Weighting: Assessment 'weighting' refers to the contribution of an individual assessment task to the overall subject's mark.

## Status and Details

<b>Status</b>	Current
<b>Effective Date</b>	9th November 2022
<b>Review Date</b>	9th November 2025
<b>Approval Authority</b>	Executive Director Strategy Performance and Growth
<b>Approval Date</b>	9th November 2022
<b>Expiry Date</b>	Not Applicable
<b>Policy Owner</b>	Marc Blanks Executive Director Academic Operations
<b>Policy Implementation Officer</b>	Nicola Cooley Director Higher Education
<b>Author</b>	Nicola Cooley Director Higher Education
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