Assessment, Moderation and Examination Procedures

These Procedures support the *Assessment Policy*

Procedures Owner:	Academic Director
Keywords:	Assessment, Feedback, Moderation, Transformative, Learning Outcomes

Active from January 18, 2022. Printed copies are uncontrolled.
ECC acknowledges the use of ECU Policies and the Navitas Policy Framework in developing ECC Policies and Procedures.

1. INTENT

1.1 These Procedures are intended to:

   a) assist all Staff in designing, implementing, Moderating and evaluating Assessment Tasks as required by the Assessment Policy; and

   b) provide information to Students on Assessment design, grading schema and variations to Assessment.

1.2 These Procedures support the *Assessment Policy.*

2. ORGANISATIONAL SCOPE

2.1 These Procedures apply to all Units and Courses taught at or on behalf of the College irrespective of the location of teaching or mode of learning.

3. DEFINITIONS:

3.1 The *Glossary of Policy Terms* applies to these Procedures.

4. ENSURING EFFECTIVENESS OF ASSESSMENT

4.1. ECC Assessment practices are designed to facilitate learning and maintain standards that re commensurate with those required for Students to transition into university-level studies.

4.2. Effective Assessment design must include consideration of the following key elements:

   a) Learning Outcomes: Learning Outcomes must be Valid, measurable, and aligned to the purpose of the Course and/or Unit;

   b) Assessment Type: Assessment Types must be an appropriate format and genre for Students to demonstrate achievement in relation to the Learning Outcomes being assessed. Generally, a variety of Assessment Types will be required across a Course to ensure all Learning Outcomes are assessed;

   c) Assessment Task: Assessment Tasks must be developmentally appropriate to the stage of the Course, be conceived in meaningful relationship to each other and to Assessment in related Units and must clearly describe what Students are required to do;

   d) Evaluation/Marking system: Marking criteria must be explicitly aligned with Learning Outcomes being assessed and must align with Benchmarked Standards of performance;

   e) Moderation: Moderation procedures must ensure Reliable judgement in relation to Benchmarked Standards during all phases of the Assessment cycle; and

   f) Student Identity Verification: The identity of the Student completing the task (authorship) must be able to be verified.

5. **ENSURING ASSESSMENT IS FAIR, EQUITABLE AND TRANSPARENT**

Information for Students

5.1.   The Assessment regime, including Assessment Types and weighting, must be listed in the Unit Outline and made available at the start of the Study Period and cannot be varied after being 'published' on Moodle.

5.2   Assessment information for Students will be detailed in a designated location in Moodle and must include:

a)   the Assessment Type;

b)   the Assessment Task requirements;

c)   the relevant Learning Outcome(s);

d)   the weighting;

e)   the due date and time (and penalties for late submission);

f)   the Marking criteria and standards or rubric;

g)   whether the task is to be completed individually or in a group; and

h)   exemplars of requirements as appropriate.

5.3   At the commencement of the Unit, Students are to be given information about:

a)   Academic Integrity at the College, including the *Academic Integrity Policy*, *Academic Misconduct Procedures* and available Student resources;

b)   any Mandatory Assessment Tasks or other mandatory requirements to pass the Unit;

c)   where possible, any form of variation to Assessment that will be unavailable for the Unit; and

d)   activities where participation will be assessed.

Use of Dictionaries

5.4   English-Foreign Language dictionaries (with direct translations only) are permitted in all Assessments, including examinations unless specifically precluded in advance. In such cases, the Students will be given at least one-weeks' notice of that ban.

5.5   Specialist dictionaries (e.g. Computing/IT dictionary, Business dictionary) and Advanced Learner Dictionaries are not permitted in any test or Examination.

Bring Your Own Device (BYOD)

5.6   Students are required to provide their own laptop, tablet or other personal device (BYOD) for classroom use, including for Assessment Tasks. This should include any specified required software, as per the BYOD guidelines. Refer to the *BYOD Checklist*.

Disability and Equity Provisions

5.7   ECC offers flexibility in Assessments with respect to Students with a disability and Students are made aware of this at the start of the Study Period. Students can be identified as having a disability either on admission (application form), on Enrolment (via portal input of information) or via communication with a Staff member.

5.8   In the event that a Student is identified as being disadvantaged by Assessment

strategies because of a particular physical and/or sensory disability, they will be referred to the Academic Program Coordinator or Student Counsellor who will seek professional advice (as applicable) and advise the relevant Lecturers and the Student and Academic Services (for scheduling of examination purposes) of the disability.

5.9   A summary of the professional advice and appropriate intervention strategies will be issued as soon as practicable to staff undertaking Assessment processes.

5.10   The *Assessment Guidelines – Disability and Equity* are included in Academic Staff induction and are on the ECC website for Student Information.

Academic Integrity

5.11   Students are informed and educated about Academic Integrity at the start of and throughout their studies at ECC.

5.12   For each Unit, the Unit Outline and Assessment guidelines identify the importance of Academic Integrity and how it will be monitored in the unit.

5.13   Students are tasked with completing an online Academic Integrity module at the start of their studies with ECC and are provided with plagiarism detection tools such as Turnitin.

6.   COMPONENTS AND TIMING OF ASSESSMENT

6.1   Academic Program Coordinators will identify performance criteria and standards for Unit Learning Outcome(s) and ensure Assessment Tasks within Units provide evidence for the progressive attainment of Course Learning Outcomes.

6.2   A variety of Assessment Types appropriate to the discipline must be used across a Course, including Assessment Types that assess written and oral communication.

6.3   The selection of Assessment Types across a Course will assist the College to assure compliance with its Academic Integrity Policy.

6.4   Courses must include Assessment Tasks must that are authentic, requiring Students to use the same combinations of knowledge, skills and attitudes that they would need to apply in relevant work or life situations.

6.5   Cumulative Assessment, where a Student builds from early work to later work, is encouraged at the Course and Unit level. This could include, for example, scaffolded Assessment where a draft is followed by a final task within the same Unit, with the latter demonstrating a response to earlier Feedback.

6.6   Assessment Tasks within each Unit must elicit appropriate and adequate evidence consistent with the stated Unit Learning Outcomes.

6.7   Any Time-Sensitive Assessment Task must be clearly specified in the Unit Outline. A Time-Sensitive Assessment Task that is submitted late will be given a Mark of zero (0), unless Special Consideration is given. An extension of time will not be available for a Time-Sensitive Assessment Task. Where Special Consideration is given, the Student may be asked to complete an alternative and equivalent Assessment Task.

6.8   The quality and extent of engagement in learning and teaching activities may be a component of Assessment.

6.9   While attendance at all scheduled learning activities is strongly encouraged and considered essential for Student success, attendance may not be a component of Grades for Students, i.e. Marks cannot be awarded for attendance alone. Attendance may be mandatory (required for Unit completion) under certain circumstances. Reasons for mandatory attendance may include:

a)   statutory issues such as mandatory occupational health and safety training;

b)   professional accreditation requirements; or

c)   a Student's absence would have a significant effect on other Students' studies.

6.10   Assessment Task weightings must follow the guidelines below, unless the Academic Director has approved a variation:

Assessment Type	Requirements	Weighting
Participation Mark	Publish a Marking rubric comprising more than attendance.	Maximum 10%
Group Assessment Tasks	Include a means of verifying individual contribution.	Maximum 30%
Combined Examination and in-class tests	Include alternative forms of Assessment.	Maximum 70%
Single Assessment Task		Maximum 50%

6.11   Each unit should include a minimum of three (3) different Assessment Types.

6.12   Assessment Tasks and Assessment Types must have equivalent complexity or cognitive demand and assess the same Learning Outcomes across all locations and modes of study. Equivalence does not require Assessment to be identical; however, when adapting Assessment for different locations and modes of study, Unit Coordinators must consider the varying facilities, engagement, and collaboration opportunities available to different cohorts to ensure Assessment remains fair. The Unit Coordinator must authorize any contextual adaptations in consultation with the APC.

6.13   The Assessment regime in each Unit is to be balanced with respect to the number and volume of Assessment Tasks and learning activities and must ensure that Students have appropriate opportunities for Feedback on their Assessment Tasks to inform subsequent tasks.

6.14   The scheduling of Assessment Tasks must be conducted with an awareness of the overall coursework load of Students and designated Examination periods. Due dates that occur on a weekend or during Break Weeks must be avoided wherever possible.

6.15   To support transition to College, all Units require at least one Formative Assessment or low-weighted Summative Assessment to be completed and returned to Students, with Feedback by the end of Week 5 of the Study Period.

7. SUBMISSION OF ASSESSMENTS

Submission

7.1   All non-invigilated written Summative Assessments must be submitted electronically and will be subjected to the College's nominated Plagiarism detection software. Students will be advised to keep records of their submission and any plagiarism detection software receipts. Exceptions to this procedure are to be endorsed by the Academic Director.

7.2   Non-written Assessment Tasks, such as videos or electronic portfolios, are to be submitted through Moodle where practicable.

Late Submission of Assessment Task

7.3   Late submissions (without prior approval) incur a penalty of five percent (5%) of the possible Mark per Calendar Day. After one week (7 Calendar Days), the Mark for the Assessment will be zero percent (0%). This is not applicable to Time Sensitive Assessments, which will be given a mark of zero (see 6.7).

7.4   An exception will usually be granted when the Student provides a Medical Certificate from a registered practicing doctor (as defined under the *Health Practitioner Regulation National Law (WA) Act 2010*), registered medical specialist or hospital certificate.

7.5   Medical Certificates must follow the *[Australian Medical Association Guidelines for Medical Certificates](#)* and must contain:

   a)   name and address of medical practitioner issuing Certificate;

   b)   name of the patient;

   c)   date on which the examination took place;

   d)   date on which the certificate was issued; and

   e)   date(s) on which the patient is or was unfit for attendance.

7.6   Medical Certificates from pharmacists, herbalists and providers that are not registered with the Australian Medical Board are not acceptable.

7.7   Medical Certificates must be sighted by the teaching Staff Member.

7.8   An exception may be granted when the Student provides a written explanation of exceptional circumstances, to be submitted to the lecturer or APC for approval.

7.9   All written evidence must be submitted within three (3) Calendar Days of the prescribed due date of the Assessment Task. In cases where the evidence is submitted later, the request must be approved by the APC.

Non-Submission of Assessment Task

7.10   Where an Assessment Task is not completed, and no variation to Assessment is given, the Student will be awarded a Mark of zero (0).

7.11   Students who fail to submit a Deferred Assessment or fail to sit the Deferred Test / Exam are ineligible to sit another Deferred Assessment. In other words, an Assessment can only be deferred once – there is no deferral on a Deferred Assessment without approval of the APC.

8. MARKING, MODERATION AND RETURN OF ASSESSMENTS

Consensus Moderation

8.1 ECC engages in Consensus Moderation, which calls for a shared perspective and shared expectations of Students between all members of a teaching team, from the start to the end of the Study Period.

Equivalence and Comparability of Assessment and Marking

8.1.1 ECC Unit Assessment tasks must be generally equivalent across all locations. Equivalence means comparable in terms of complexity, cognitive knowledge/skills to be demonstrated by the Student and Benchmarked against the same Learning Outcomes. Equivalence does not mean identical; Assessments can be contextualised for different cohorts and locations as long as it is approved by the ECC Unit Coordinator in consultation with the Academic Program Coordinator.

8.1.2 ECC Unit Coordinators are expected to liaise regularly with their counterparts at ECU. ECC Unit Coordinators need to conduct a major content check with Edith Cowan University Unit Coordinators once a year and conduct smaller ongoing updates.

Similarly, ACBT Unit Coordinators are expected to liaise regularly with their counterparts at ECC, conduct a significant update in the Study Period following the introduction of changes at ECC and conduct smaller ongoing updates as required.

8.1.3 Marking of Unit Assessments also needs to be comparable between locations, classes and teachers, which is achieved through Consensus Moderation.

8.1.4 The Consensus Moderation procedures outlined here apply to ECC and ACBT.

Units and Assessment Tasks that need to be Moderated

8.1.5 Consensus Moderation is required in all Units for Assessments with a weighting over 20% where a subjective element to marking is present.

8.1.6 Assessment Tasks that do not require interpretive Marking also need to be evaluated in relation to the standard of performance required for various Grades for quality assurance and calibration of Assessment purposes.

Selection of Moderation method to be used

8.1.7 Unit Coordinators select the appropriate form of moderation, based on the Unit and Assessment. Moderation methods include:

- Exchange marking – teachers swap all papers, so they do not mark their own students' work.

- Double marking – teachers mark a sample of papers where the first marker's comments and marks are visible to the second.

- Blind marking – As above but where comments and marks are not visible.

- Unit Coordinator to review sample of marked tasks at all grade boundaries and all fail and HD grades.

- Peer review (UC from another comparable unit) of work at different grades.

At the Start of the Study Period

8.1.8   ECC Unit Coordinators create updated Assessment Task information, guidelines and marking rubrics, as required for each Assessment Task, and 'publishes' this information on Moodle and in the Unit Outline at the start of the Study Period.

This information is provided to the ACBT Unit Coordinator early enough for it to be 'published' in ACBT Unit Outlines and in Moodle. If the Assessment has not significantly changed since the previous Study Period, samples sent previously can be used again for reference.

8.1.9   ECC Unit Coordinator meets with its own (ECC-based) teaching team to talk about and confirm shared understanding of the alignment between assessment tasks, marking criteria and learning outcomes.

The method of moderation to be used for each assessment is identified. This creates a shared understanding before assessment information is shared with students. The moderation method may be selected from a range of activities that suit the assessment and the teaching team. Some methods are carried out at the start of marking, while others occur towards the end of marking; however, results are not released to students until moderation is complete, regardless of the moderation method used.

Unit Coordinators who are sole teachers in units find a moderation partner from a complementary unit for these processes.

8.1.10   ACBT Unit Coordinator meets with their own (ACBT-based) teaching team to talk about and confirm shared understanding of the alignment between assessment tasks, marking criteria and learning outcomes.

The method of moderation to be used for each assessment is identified. This creates a shared understanding before assessment information is shared with students. The moderation method may be selected from a range of activities that suit the assessment and the teaching team. Some methods are carried out at the start of marking, while others occur towards the end of marking; however, results are not released to students until moderation is complete, regardless of the moderation method used.

ACBT Unit Coordinators customise Assessments according to their local environment and context where necessary and/or appropriate for effective learning and teaching.

When the Unit Marking begins

8.1.11   The ECC Unit Coordinator and Unit Lecturers begin marking and have an early discussion about how the marking criteria are being applied. This may be done after each marker has marked a few assessments.

The ECC UC and the ACBT UC (and teams if relevant) determine what consensus is for the Assessment. While an > 5% deviation is considered acceptable in some instances, the team needs to identify what consensus is for the specific assessment.

8.1.12   The ECC Unit Coordinator provides samples of the marked assessments to the ACBT Unit Coordinator.

8.1.13   The ACBT Unit Coordinator and ACBT Unit Lecturers discuss how marking criteria are interpreted and applied at ACBT. This may be done after each marker has marked a few assessments.

The ACBT Teaching Team determines what consensus is for the assessment. While an > 5% deviation is considered acceptable in some instances, the team needs to identify what consensus is for the specific assessment. This is internal Moderation, i.e. it takes place within one institution for one unit; however, it can occur with support from the ECC Unit Coordinator.

8.1.14   The ECC Unit Coordinator reviews a sample of ACBT marking at each of the grade boundaries.

Before Assessment results are released to students

8.1.15   If Moderation demonstrates disparity in marking across markers, then Assessment results will not be released until consensus has been reached.

8.1.16   Results should only be released when:

   a)   consistency in the marking is achieved between classes and campus locations;

   b)   appropriate written feedback is provided to students, including use of the specified marking rubrics;

   c)   the effectiveness of moderation has been reviewed; and

   d)   the ECC Unit Coordinator approves the release of Assessment results in Perth and Sri Lanka.

At the end of each Study Period – Review and Evaluation

8.1.17   At the end of the Study Period, the Unit Coordinator conducts a review and evaluation of the unit, which includes the following activities:

   i.   Identify revisions required to teaching activities, assessment tasks and marking criteria, in response to the Moderation findings and feedback from students and teachers;

   ii.   Review effectiveness of marking moderation activities;

   iii.   Develop annotated samples of student responses at different grades;

   iv.   Prepare for future moderation, validation and benchmarking; and

8.1.18   The Unit Coordinator completes the Unit Coordinator Report and submits it to the Academic Program Coordinator for the course.

Marking

8.2 Consistent with a criterion- and standards-referenced approach, each Assessment Task must be Graded to reflect the level of Student attainment.

8.3 All Assessments should be Marked and returned to Students within two (2) weeks of submission. For ELICOS courses, the Assessments will be Marked within five (5) Working Days, depending on the length of the Assessment, and returned to the Students in class time. Students must be advised of their Results and be given appropriate feedback.

8.4 Mid-Study Period tests do not have to be returned but Students must be advised of their Results within two (2) weeks and before the next Assessment deadline. Students should be given the opportunity to view their paper and discuss their Mark with the Lecturer.

8.5 A Student who fails a Mandatory Assessment Task will be deemed not to have completed that Unit and will receive a fail (N) Grade and the cumulative Mark for the Unit, whether or not this is over 50.

8.6 Lecturers are expected to return assignments during scheduled class time or via electronic format.

8.7 Any scaling of Marks must be justifiable and endorsed by the Academic Director.

8.8 In cases where Assessment Tasks are non-replicable, such as performance presentations or organising an event, and where the value of the task is over twenty percent (20%) of the final Mark for the Unit, Students should be advised to record their presentation in case they later ask for a Review of their Result. A statement to this effect will be placed in the Unit Outline for Units with presentation Assessments.

Academic Integrity

8.9 As part of a culture of Academic Integrity at ECC, all staff are informed about the Academic Integrity Policy through their Academic Staff induction and all Students are informed through Moodle, Orientation workshops, the ECC website and in their Unit materials.

8.10 All Assessment Tasks are designed to uphold and incorporate Academic Integrity. Marking rubrics will often allocate Marks for Academic Integrity.

8.11 The *Academic Integrity Policy* and *Academic Misconduct Procedures* contain information for Staff and Students about how ECC reports and addresses Academic Misconduct.

Feedback

8.12 Students must receive Feedback on all Assessment Tasks (except Examinations) that is constructive and clear and, in the case of Summative Assessment Tasks, provides a Mark and, as required, an associated Grade.

8.13 Feedback must be clear and specific. Where marking criteria are used, Feedback must clearly identify student achievement in each criteria, and numeric and written feedback must be consistent and mutually reinforcing.

8.14 Where a Unit Assessment Task provides evidence for the attainment of Course Learning Outcomes, Feedback that assists Students to achieve the Course Learning Outcomes must be explicit. Student progress towards achieving Course Learning Outcomes must also be

given.

8.15 Students may provide themselves and other Students with Feedback, to provide Students with an opportunity to practice applying criteria and standards to their own work and that of others. The following criteria must be met:

a) peer review and peer Assessment processes must be designed to ensure that Students can be treated with respect by other Students, and must be supported by clear guidelines and criteria for the review;

b) Students must always receive Feedback on their self and peer reviews and Assessments to assist them in calibrating their judgement to match discipline standards;

c) self and peer Assessment is to be used for Formative Assessment purposes only – the grading of Student work is the Lecturer's responsibility; and

d) if Students are required to generate constructive Feedback for a peer, the quality of such Feedback may be a component of Summative Assessment.

8.16 Teaching Staff will be available at advertised times consistent with the requirements and mode of study of their Unit and the learning needs of Student cohorts, so that Students may discuss aspects of the Feedback from Assessment Tasks. Staff will advise all Students of their availability for Student consultation via Moodle.

Return of Assessments

8.17 Feedback, Marks and associated Grades (as required) on Summative Assessment Tasks, must be provided to Students with sufficient time to inform a Student's Examination preparation, and in any event within fourteen (14) Calendar Days after the submission of an Assessment Task. However:

a) the Academic Director may approve an additional seven (7) Calendar Days to accommodate large classes or large Marking loads. In this instance, Students must be advised in writing by the Unit Coordinator of the approved increased turnaround period;

b) Feedback, Marks and Grades (as required) on final Summative Assessment Tasks, where there is no Examination, will be released approximately fourteen (14) Calendar Days after the due date of the final Summative Assessment Task; and

c) Feedback, Marks and associated Grades (as required) for Examinations can be withheld until after Unit Results are released.

8.18 Marked Assessments must be returned to the Student in a manner that protects the confidentiality of the Mark and the Student's work. The default mode of Assessment submission and return will be through Moodle, except for paper-based work completed in class.

8.19 Unclaimed Assessment Tasks remain Student property and will be kept for a period of six (6) months after end of the Study Period, following which they may be disposed of in accordance with any relevant College record keeping processes.

8.20 Unit Coordinators are responsible for storing and de-identifying samples of completed Assessment Tasks across a range of Grades for Moderation and quality assurance purposes.

Validation of Year 1 Units - ACBT

8.21 Validation of Year 1 units offered by ECC Sri Lanka is to be conducted once a year, according to the published Unit and Teacher Evaluation Schedule.

8.22 The Year 1 Validation Form is to be completed by the Perth-based UC and returned to the APC.

8.23 Year 1 units which are offered at ECC Perth are not validated annually, as they are part of the Unit and Course Review Process.

9. **FACE-TO-FACE EXAMINATIONS, ONLINE EXAMINATIONS AND FINAL ASSESSMENTS**

9.1 Student and Academic Services coordinates invigilated final Examinations for official College Assessment during specified periods and publishes the Examination Schedule.

9.2 Examinations will be based on the Unit Learning Outcomes and content described in the approved Unit Outline. Details of the Examination type and structure must be included in Moodle.

9.3 All Examination papers must differ by a minimum of twenty-five percent (25%) from any Examination paper previously used in that Unit.

9.4 The Unit Coordinator will advise Students in writing, in Moodle, of the Examination structure, conditions and requirements, including permitted materials. The Unit Coordinator may provide Students with sample questions and answers.

9.5 All used and unused Examination papers will be returned to Student and Academic Services for secure disposal. Examination scripts remain College property and will be kept and disposed of in accordance with Navitas' *Records Management, Retention and Disposal Policy.*

9.6 Examination papers will not be available to Students before the Examination. Staff access to Examination papers will be limited to the Examiner and approving Staff.

Examination Responsibilities

9.7 The **Academic Director**, or Nominee, is responsible for ensuring that the preparation, submission and approval of Examination papers is carried out in accordance with these Procedures. The Academic Director will ensure that:

a) an Examiner (normally the Unit Coordinator) is designated with the responsibility to prepare all Examination papers for a Unit, in accordance with the approved Unit Outline;

b) review and endorsement of each Examination paper is conducted by a Co-Examiner in the discipline area and nominated by the Unit Coordinator;

c) the Examiner of each Unit submits the required Examination papers to the Academic Program Coordinators for review and endorsement; and

d) Examination papers endorsed by Co-Examiners are submitted to Student and Academic Services by the published deadlines.

9.8 The **Examiner** is responsible for:

a) consulting, where appropriate, with other members of academic Staff who teach in the Unit, before preparing the Examination paper;

b) ensuring that each Examination paper complies with the Assessment Policy;

c) forwarding the Examination paper to the Academic Program Coordinator and the Co-Examiner for review and endorsement;

d) providing all Students in a Unit with the same written information about the format and nature of the Unit's Examination paper(s) through Moodle;

e) advising all relevant Staff that they must only provide further information on the Examination to Students that the Unit Coordinator has approved; and

f) ensuring that Examinations are submitted (after review by co-examiners) in accordance with the published Examination submission dates.

9.9 The **Co-Examiner** is responsible for reviewing in a timely manner an Examination paper forwarded from a Unit Coordinator, and either:

a) declaring that the Examination paper complies with Examination requirements contained within the Assessment Policy, and endorsing the Examination paper for use during the relevant Examination period; or

b) returning the Examination paper to the Examiner, informing them that the Examination paper is "not endorsed" and explaining the reasons for the rejection.

9.10 **Student and Academic Services** is responsible for:

a) receiving endorsed Examination papers;

b) returning papers to the Examiner if there is a concern about the quality or format of the papers;

c) ensuring that all Examination papers are forwarded for printing under secure conditions;

d) providing secure storage for all Examination papers before Examination dates;

e) transferring completed and unused Examination papers and Students' Examination scripts to a nominated campus or location; and

f) providing secure storage of completed and unused Examination papers and Students' Examination scripts until they are collected by academic Staff for Marking; and

g) ensuring that all Examination papers and Students' scripts are collected and kept in accordance with Navitas' *Records Management, Retention and Disposal Policy.*

10. VARIATION TO ASSESSMENT

10.1 Students are expected to complete Assessment Tasks published in a Unit Outline by the relevant due dates. A variation to an Assessment Task may be allowed as set out in paragraphs 10.2-10.4, or as determined by the Academic Director.

10.2 Where no variation to an Assessment Task is available (e.g. due to Course professional

accreditation, or placement/practicum requirements), the Unit Outline must clearly state this.

10.3   Subject to this paragraph, an Assessment Task specified in the Unit Outline must not be changed. Where the Unit Coordinator determines a change is necessary, this must be approved by the Academic Director having due regard to business processes and any applicable compliance requirements (e.g. professional accreditation requirements). Any proposed change may only be implemented following Student consultation. Students will be given at least seven (7) Calendar Days to comment on a proposed change. The Unit Coordinator will notify all Students in writing of any changes made and approved, with as much notice as practicable.

Modified Assessment Tasks

10.4   A Unit Coordinator will allow a Modified Assessment Task:

a)   where it is in accordance with a Student's Learning Support Plan; or

b)   following consultation with the Academic Program Coordinator, where it is determined that there are Exceptional Circumstances.

10.5   In determining whether it is reasonable to make an adjustment or allow a Modified Assessment Task, an Academic Program Coordinator must consider the Student's circumstances, the nature of the Unit and/or Course and the Assessment Task, the effect of the modification on the Student and other Students and Staff, the costs (including administrative burdens) and benefits of making the adjustment, the integrity of the Assessment Task and Unit, and any other relevant factors.

10.6   A permitted Modified Assessment Task must:

a)   assess the same skills and knowledge that the original Assessment Task was intended to assess, including the relevant Learning Outcome(s);

b)   not adversely impact on the performance or Assessment of other Students (such as in group work situations); and

c)   be consistent with the Assessment Criteria.

10.7   During their Course, a Student's need for Modified Assessment Tasks, and the reasonable adjustments required to be made by the College, may change. The College and the Student are responsible for reviewing the Student's needs over time and making adjustments to Modified Assessment Tasks where required.

Extensions

10.8   Normal work commitments, family commitments and extra-curricular activities are not accepted as grounds for granting Extensions to Assessments as Students are expected to plan to meet Assessment due dates.

10.9   A Student with valid reasons for an Extension must apply in writing with supporting evidence, including either a medical certificate or detailed written statement, on or by the Assessment Task due date. Applications for an extension of up to one week should be directed to the Unit Coordinator.   Extension requests received after the due date will require the approval of the Academic Program Coordinator. Applications for an Extension for a period exceeding one week should be referred to the Academic Program Coordinator.

10.10   In considering any request for an Extension, the Unit Coordinator or Academic Program Coordinator will consider the impact of the Extension on the ability to provide Feedback to the Student prior to a subsequent Assessment Task in that unit.

10.11   A request for an Extension of more than fourteen (14) Calendar Days, or where the due date will become after the end of the current Study Period, will only be granted in Exceptional Circumstances and must be approved by the Academic Director.

10.12   A decision of the Unit Coordinator or of the Academic Program Coordinator regarding an Extension is final.

10.13   The Academic Director may grant a global Extension of time to a distinctive group of Students where there has been a significant system failure (e.g. in relation to the electronic submission of assignments) or a catastrophic event (e.g. natural disaster) that may affect a large number of Students. Students who have already submitted an Assessment Task before a global extension of time is granted will not have an automatic right to resubmit their work.

10.14   A copy of any written approval of the Extension must be lodged with the Assessment Task wherever practicable.

10.15   Assessment Tasks submitted after the due date and time (or the extended due date and time) will incur a penalty calculated as follows:

a)   where the Assessment Task is submitted not more than seven (7) Calendar late (excluding the due date), the penalty will, for each Calendar Day that it is late, be five percent (5%) of the maximum Marks available for the Assessment; and

b)   where the Assessment Task is more than seven (7) Calendar Days late (excluding the due date), a Mark of zero (0) will be awarded.

10.16   These Procedures for Extensions are not applicable to Time-Sensitive Assessment Tasks, Examinations or Resubmissions.

Deferred Time-Sensitive Assessment

10.17   For Time-Sensitive Assessments, such as in-class tests, virtual in-class tests, or timed Moodle quizzes, students unable to complete the assessment at the designated time may apply for a deferral. Normal work commitments, family commitments and extra-curricular activities are not accepted as grounds for granting a deferral of a Time-Sensitive Assessment. Students are expected to plan to meet Assessment due dates.

10.18   A Student with valid reasons for an deferral must apply in writing to the Unit Coordinator with supporting evidence, including either a medical certificate or detailed written statement, on or by the Assessment Task due date. Deferral requests received after the due date will require the approval of the Academic Program Coordinator. Applications for a deferral for a period exceeding one week should be referred to the Academic Program Coordinator.

10.19   A request for a deferral where the due date will become after the end of the current Study Period, will only be granted in Exceptional Circumstances and must be approved by the Academic Director.

10.20   A decision of the Unit Coordinator or of the Academic Program Coordinator regarding a deferral is final.

Submission of previous work for Assessment

10.21   Normally, if a Student is repeating a Unit, they will be required to submit new work for all of their Assessment Tasks. If a Student wishes to submit for Assessment, work that has been previously submitted for Assessment by the Student at the College or another institution, the Student must within the first week of commencing the Unit seek their Unit Coordinator's prior written approval. A Unit Coordinator will only grant approval where this is endorsed by the Academic Program Coordinator. Submission of previous work that is not authorised by a Unit Coordinator will be considered Academic Misconduct.

10.22   The Unit Coordinator's decision about submission of previous work is final.

Resubmission within a Unit

10.23   If a Student fails an Assessment Task (other than an Examination) and has Exceptional Circumstances (as determined by the Academic Program Coordinator), a Unit Coordinator may, invite a Student to resubmit part or all of an Assessment Task. If resubmission is approved, this option must be made available to all Students who have equivalent circumstances.

10.24   A Student may only be granted one opportunity per Unit to resubmit part or all of an Assessment Task.

10.25   The Student will have no more than seven (7) Calendar Days to resubmit their Assessment Task.

10.26   The maximum Mark a Student may receive for any resubmitted Assessment Task, is fifty percent (50%) of the total Marks available for the Assessment Task. In an Assessment Task where no numerical Mark is awarded, the resubmitted task may be awarded a Fail. The Result of a resubmitted Assessment Task Result will prevail over the Student's original submission Result, irrespective of whether it is higher or lower than the original Mark.

10.27   Resubmission within a Unit is not permitted for Examinations.

10.28   The Unit Coordinator's decision whether or not to allow resubmission is final.

Deferred Examinations

10.29   A Student who wishes to Defer an Examination must apply in writing using the Deferred Examination Request Form to the Academic Director.

10.30   The application must be made no later than three (3) Calendar Days after completion of the standard Examination period or such other date as the Academic Director may prescribe.

10.31   A Deferred Examination may only be approved where Exceptional Circumstances exist (as determined by the Academic Director). Typically, only one deferral of an Examination will be allowed. A Student's application must set out the grounds on which deferral is sought, providing sufficient written material and documented evidence to support the application.

10.32   An application for a Deferred Examination may be rejected where there is reason to believe that a Student is seeking to achieve an unfair advantage, having regard to the particular circumstances of the Student's application, the Student's history of Deferred Examination applications (and the reasons for such applications), and any other relevant circumstances.

10.33   If an application for a Deferred Examination is approved, the Academic Director will

determine a date for the Deferred Examination.

10.34   A Deferred Examination will normally be held as soon as possible following the scheduled Examination period. A Student who is unable to attend the Deferred Examination may further apply to the Academic Director in writing, with sufficient documentary evidence to support their application, for permission to sit an alternate Deferred Examination.

10.35   A Deferred Examination must be held before the end of the Study Period. A Student who is unable to attend a Deferred Examination will normally not receive a further opportunity to undertake the Examination, unless there are Exceptional Circumstances.

10.36   A Deferred Examination will have the same Assessment Type and structure as the original Examination.

10.37   The Student's Result in the Deferred Examination will have the same effect as if the Student had completed the original Examination, and a full range of Marks and/or Grades will be available.

Special Consideration in an Examination

10.38   The College may allow Special Consideration in respect of a final Unit Grade where, during the relevant Study Period, a Student's academic achievement was affected by Exceptional Circumstances.

10.39   An application for Special Consideration must be lodged (using any Prescribed Process) within seven (7) Calendar Days of a Student's final Examination date or the deadline for submission of the final Assessment Task in the relevant Unit. An application may be considered after this time, provided that the Student can demonstrate that their Exceptional Circumstances also prevented the Student from lodging the application within time. An application will not be considered in any event if it is lodged after the Student's Unit Results have been released.

10.40   A Student's application must set out the grounds on which Special Consideration is sought, providing sufficient written material and documented evidence to support the application.

10.41   To be eligible to receive Special Consideration, a Student must be able to demonstrate that Exceptional Circumstances existed during the Study Period.

10.42   The Student Counsellor will assess the application, and make a recommendation to the Academic Director who will decide whether:

a)   Special Consideration is granted; and

b)   if so, the appropriate form of Special Consideration.

10.43   Special Consideration may be refused if the Academic Director and/or Student Counsellor has reason to believe that a Student is seeking to achieve an unfair advantage, having regard to the particular circumstances of the Student's application, the Student's history of Special Consideration applications, and any other relevant circumstances.

10.44   If Special Consideration is granted, the Academic Director may:

a)   waive a late penalty in respect of one or more Assessment Tasks;

b)   make a reasonable adjustment when determining the Student's final Unit Grade or numerical Mark; and/or

    c)   allow a Student to submit an alternative or replacement Assessment Task by a nominated date (including the use of a viva voce Assessment in lieu of a written task), in which case the Student's Mark for the alternative or replacement Assessment Task will replace the original Assessment Task.

10.45   The Academic Director's decision regarding Special Consideration is final.

Lost Assessment Tasks

10.46   The onus is on Students to keep copies of their Assessments. Problems with IT connectivity or hardware, for example, do not constitute grounds for an Extension or Deferred Examination.

10.47   Where reasonable grounds exist to suggest that a Student has correctly submitted an Assessment Task, but the Assessment Task cannot be located by the College and no unedited copy is available, the Academic Director may:

    a)   recommend that the Board of Examiners approve a final Grade and/or numerical Mark that is consistent with the Student's level of achievement in other Assessment Tasks for the Unit; or

    b)   offer the Student the option of re-performing the Assessment Task or performing an alternative Assessment Task within a reasonable period.

Supplementary Assessments

10.48   To be eligible for a Supplementary Assessment, the following criteria must be met:

    a)   it is a Semester-based course;

    b)   for a Diploma Course, it is a 'Year 2' Unit (not all Year 2 Units are eligible for Supplementary Assessments);

    c)   the Student achieved a final mark ≥45 ≤ 49.5;

    d)   the Student attendance is ≥80% for the Unit (not including Explained Absences);

    e)   the Student has submitted a legitimate attempt at all Assessments for the Unit; and

    f)   there is no record of Academic Misconduct by the Student for the Unit.

10.49   Supplementary Assessments will be granted within twenty-one (21) Calendar Days of the Final Examination period. However, ECC will aim to conduct Supplementary Assessments two (2) weeks following the end of the Examination period.

10.50   The Academic Director has the absolute right to grant or refuse Supplementary Assessments

10.51   Supplementary Assessments must be different to the Final Assessment for the Unit

10.52   Performance in other Units in the Semester may be considered when granting Supplementary Assessments

10.53 Units service-taught by Edith Cowan University will be managed by ECU under its Policies and Procedures.

10.54 Supplementary assessments will not be granted while any pending or Student Appeals for Academic Misconduct in any Unit are in progress.

10.55 Students that pass a supplementary assessment will be granted a grade of 'PS' (Pass Supplementary).

10.56 Students that fail a supplementary assessment will be granted a grade of 'FS' (Fail Supplementary).

11. GRADING SCHEMA

11.1 For all Units, Unit Coordinators will submit proposed Results via Moodle by the nominated submission deadline. Proposed Results must reflect the level of Student attainment in relation to Benchmarked Standards.

11.2 The following Grades Schema applies to ECC Diploma and PQP Courses:

Grade	Descriptor	Mark
P	Undifferentiated Pass	Used for free English support Unit (ADU100)
HD	High Distinction	80 – 100%
D	Distinction	70-79%
CR	Credit	60-69%
C	Pass	50-59%
CS	Pass Supplementary	Student passes Unit after a Supplementary Assessment
N	Fail	0-49% (includes Students who withdraw after Week 10)
DE	Deferred	Student's Mark is subject to sitting a Deferred Examination
W	Withdrawn	Student has withdrawn from Unit / Course before Week 10
I	Incomplete	50-100% (Unit not credited as Student failed a Mandatory Assessment Task)
T	Tuition Only	Non-award Students with no formal Assessment
EX	Exempt	Recognition of Prior Learning

11.3 The following Grades Schema applies to ELICOS Academic English Courses:

Grade / Pass Mark	Academic English Course	Articulation / Entry Into
65%	AE3 pass Mark	ECC Diploma
65%	AE4 pass Mark	ECU Undergraduate Program
65%	AE5 pass Mark	ECU Postgraduate Program

12. BOARD OF EXAMINERS: APPROVAL OF RESULTS AND GRADES

12.1   Students will be informed of their Results for every internal Assessment Task (i.e. excluding any Examination) following the completion of post-Assessment Moderation.

12.2   Each Study Period, the Board of Examiners approves individual ECC student results, Academic Progression status and eligibility to graduate. It also considers grade distributions for consistency of results across locations, classes and teachers.

   The Board of Examiners will note any irregularities or apparent anomalies in the pass rates of particular units as compared to previous Study Periods or other units within the course and will ask the Unit Coordinators to investigate and/or implement strategies in response.

12.3   Each Study Period, the ACBT Board of Examiners approves individual ECC student results, Academic Progression status and eligibility to graduate.

12.4   Each Study Period, the Board of Examiners validates ACBT Results and Grade distributions.

12.5   See the *Governance Charter* for the Terms of Reference and Membership of the Board of Examiners.

13. REVIEW MECHANISMS

Informal Review

13.1   A Student who has reason to believe that their Grade/Result for an Assessment Task, Examination or Unit does not reflect their level of achievement, may ask for an Informal Review of their Grade/Result within seven (7) Calendar Days of the Grade/Result release.

13.2   As part of the Informal Review, the Reviewer is to provide feedback on the Student's performance. A Student may ask to see their own Assessment Task or Examination script, and any relevant Marking guide or materials.

13.3   A Student may also ask for an Informal Review of declined request for a Deferred Examination.

13.4   The Reviewer in consultation with the Unit Coordinator, may (but is not obliged to) revise the Grade/Result awarded for an Assessment Task, Examination or Unit or allow the Student to sit a Deferred Examination, as part of the Informal Review process, having regard to equity matters in relation to other Students enrolled in the Unit when making a decision.

13.5   Within seven (7) Calendar Days of undertaking an Informal Review, the Reviewer, or Unit Coordinator will inform the Student in writing the outcome of the Informal Review.

Formal Review

13.6   A Student may only request a Formal Review if they can demonstrate that they have engaged or attempted to engage in the Informal Review process in relation to the Grade/Result.

13.7   A Student who is dissatisfied with the outcome of an Informal Review, and who considers their Result for an Assessment Task, Examination or Unit does not accurately reflect their level of achievement or who wishes to question a declined request for a Deferred Examination, , may lodge a request for a Formal Review on any one or more of the following grounds:

    a)   the Result was not determined in accordance with the method or criteria specified in the relevant Unit Outline or other written advice given by the College to the Student;

    b)   information is available that was not available at the time of the original decision;

    c)   the College has not adhered to its relevant Policies and Procedures;

    d)   the Reviewer's judgement regarding the academic merit of any work submitted for an Assessment Task, Examination or Unit;

    e)   the Result contained, was based on, or was caused by, a clear error; or

13.8   A Student may not request a Formal Review based on or in relation to any of the following matters:

    a)   the approved Learning Outcomes and Assessment Task methods for the Unit;

    b)   the Reviewer's determination of the level of performance or standard required by a Student to achieve particular Marks, including language proficiency;

    c)   the Student's personal, financial, visa or medical difficulties experienced whilst completing an Assessment Task, Examination or Unit;

    d)   financial, career, visa or other personal implications of not passing or achieving a particular Grade/Result in an Assessment Task, Examination or Unit;

    e)   Grade/Results received by the Student, or by other Students, in the same or other Units; or

    f)   the amount of effort put into work completed by the Student.

13.9   A request for a Formal Review of an individual Assessment Task or Examination, must be lodged within thirty (30) Calendar Days of the Result becoming available.

13.10   A request for a Formal Review of a final Unit Result must be lodged within thirty (30) Calendar Days of the Result becoming available.

13.11   Where a Student wishes to lodge a request for a Formal Review outside of the periods described in 13.9, the Student must include reasons and sufficient evidence as to why their request should be considered out-of-time. The Academic Director may in their absolute discretion, either in Exceptional Circumstances or where delay has been caused by the College, approve for review a request submitted outside of this period.

13.12   A request that does not use the Prescribed Process, is incomplete or inadequate, does not provide relevant evidence, or seeks an outcome that is not permissible under these Procedures, will be returned to the Student, providing reasons for the rejection and notifying the Student that they may resubmit the request within a further seven (7) Calendar Days.

13.13   Once accepted or resubmitted, the request will be referred to the relevant Academic Program Coordinator. A Formal Review will be conducted and determined by the Academic Program Coordinator. If the Academic Program Coordinator has a Conflict of Interest, they will refer the request to another Academic Program Coordinator who is not conflicted.

13.14   In conducting the review, the Academic Program Coordinator may, but is not obliged to:

a) consult with any relevant Staff member; and

b) seek advice from relevant subject matter experts within the College, provided such experts do not have a Conflict of Interest.

13.15 Within fourteen (14) Calendar Days of the Student's request for a Formal Review:

a) the Academic Program Coordinator:

i. will determine if there exists a basis for a review of the Result or Grade;

ii. may nominate an alternative qualified person (which may be themselves) to conduct or participate in a review or recommend an adjustment to the Result/Grade; and

iii. will determine (with reasons) whether the Result/Grade should be confirmed, varied or set aside, and what other actions (if any) are to be taken (a Result may be lowered or increased in appropriate circumstances as part of a Formal Review); and

b) the College will notify the Student in writing of the Formal Review outcome including reasons for any decision made and will record this notification in its Student management system(s).

Appeal

13.16 Students may Appeal to the Student Appeals Committee any decision reached in a Formal Review, as per the *Student Appeals Policy*.

14. RELATED DOCUMENTS

14.1 These Procedures support the *Assessment Policy.*

14.2 Documents related to these Procedures include:

Assessment Guidelines: Disabilities and Equity
Academic Progression Policy

15. CONTACT INFORMATION:

For queries relating to this document please contact:

PROCEDURES OWNER	Academic Director
ALL ENQUIRIES CONTACT:	Quality and Compliance Manager
TELEPHONE:	08 6279 1133
EMAIL ADDRESS:	justask@ecc.edu.au

16. **APPROVAL HISTORY**

For queries relating to this document please contact:

PROCEDURES APPROVED BY:	Academic Director
DATE PROCEDURES FIRST APPROVED:	January 2022
DATE LAST MODIFIED:	
REVISION HISTORY:	January 2022 – Procedural information removed from the Assessment Policy and moved into these Procedures as part the adoption of a principle-based approach to Policy.
NEXT REVISION DUE:	January 2024