

These Procedures support the *Assessment Policy*

Procedures Owner: Director of Studies

Keywords: Assessment, Feedback, Moderation, Learning Outcomes

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1. INTENT

- 1.1 These Procedures are intended to assist Edith Cowan College ('ECC' or the 'College') English Language Intensive Course for Overseas Students (ELICOS) Staff to:
- a) design, implement, Moderate and evaluate Assessment Tasks as required by the [Assessment Policy](#); and
 - b) provide information to ELICOS Students on Assessment design, Grading schema and variations to Assessment.
- 1.2 These Procedures support the [Assessment Policy](#).
- 1.3 Attendance requirements for ELICOS Students are outlined in the [Attendance Policy](#).

2. ORGANISATIONAL SCOPE

- 2.1 These Procedures apply to all ELICOS 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 are 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;
 - 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 Courses 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, will be listed in the ELICOS Course Outline, made available at the start of the Study Period and will not be varied after being 'published' on Moodle.
- 5.2. Assessment information for Students will be detailed in a designated location in Moodle and will 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.

Use of Dictionaries

- 5.3. Paper Advanced Learner dictionaries are permitted in Time-Sensitive Assessments in some ELICOS Courses, as noted in the ELICOS Course Outline(s).

Bring Your Own Device (BYOD)

- 5.4. Students are required to provide their own laptop, tablet or other personal device (i.e. Bring Your Own Device, or 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

- 5.5. 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 may identify themselves as having a Disability either during the Admissions process via the application form, upon Enrolment through the ECC Portal or through communication with a Staff member.
- 5.6. In the event that a Student is identified as being disadvantaged by Assessment strategies because of a Disability, they will be referred to the Director of Studies or the Student Counsellor who will seek professional advice (as applicable) and advise the relevant Teachers and the Student and Academic Services (for scheduling of examination purposes) of the Disability, bearing in mind privacy obligations.
- 5.7. A summary of the professional advice and appropriate intervention strategies for individual Students with Disability will be issued as soon as practicable to Staff undertaking Assessment processes.
- 5.8. The [Assessment Guidelines – Disability and Equity](#) are included in Academic Staff induction and are on the ECC website for Student Information so that both Staff and Students are informed.

Academic Integrity

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

6. COMPONENTS AND TIMING OF ASSESSMENT

- 6.1 Level Coordinators will identify performance Criteria and Standards for ELICOS Course Learning Outcomes and ensure Assessment Tasks provide evidence for the progressive attainment of Learning Outcomes.
- 6.2 A variety of Assessment Types appropriate to language acquisition will be used across a Course.
- 6.3 The selection of Assessment Types across a Course will assist the College to assure compliance with its Academic Integrity Policy.
- 6.4 ELICOS Courses will include Assessment Tasks 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 Assessment Tasks within each ELICOS Course will elicit appropriate and adequate evidence consistent with the stated Learning Outcomes.
- 6.6 Any Time-Sensitive Assessment Task must be clearly specified in the Course 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.
- 6.7 Assessment Tasks and Assessment Types will 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, Level Coordinators must consider the varying facilities, engagement, and collaboration opportunities available to different cohorts to ensure Assessment remains fair. The Level Coordinator will authorise any contextual adaptations in consultation with the Director of Studies.
- 6.8 The Assessment regime in each ELICOS Course is to be balanced with respect to the number and volume of Assessment Tasks and learning activities and will ensure that Students have appropriate opportunities for Feedback on their Assessment Tasks to inform subsequent tasks.
- 6.9 The scheduling of Assessment Tasks must be conducted with an awareness of the overall coursework load of Students. Due dates that occur on a weekend or during Break Weeks will be avoided wherever possible.

Mandatory Attendance

- 6.10 Attendance at ELICOS classes is mandatory, as outlined in International Student visa conditions determined by the Department of Home Affairs and the [ELICOS Standards](#) – see the [Attendance Policy](#).

7. SUBMISSION OF ASSESSMENTS

Submission

- 7.1 All non-invigilated written Summative Assessments will be submitted electronically and, for higher-level ELICOS Courses, 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 Director of Studies.
- 7.2 Non-written Assessment Tasks, such as videos or electronic portfolios, are to be submitted through Moodle where practicable.

Late Submission of Assessment Tasks

- 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.
- 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](#), which is approved by the Teacher or Level Coordinator.
- 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 Level Coordinator.

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 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 Level Coordinator.

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 Student performance between all members of a teaching team, from the start to the end of the Study Period.
- 8.2 Marking of ELICOS Course Assessments will be comparable between locations, classes and teachers, which is achieved through Consensus Moderation.
- 8.3 Consensus Moderation is required in all ELICOS Courses and for all ELICOS Assessments unless an exception is made by the Director of Studies.
- 8.4 Level Coordinators will select the appropriate form of Moderation, based on the Module 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; or
 - Level Coordinator to review sample of Marked tasks at the high and low ends of Student achievement.
- 8.5 Level Coordinators will create updated Assessment Task information, guidelines and Marking rubrics, as required for each Assessment Task, and 'publishes' this information on Moodle and in the ELICOS Course Outline at the start of the Study Period.
- 8.6 The teaching team meets to talk about and confirm shared understanding of the alignment between Assessment tasks, Marking Criteria and Learning Outcomes.
- 8.7 The method of Moderation to be used for each Assessment will then 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.
- 8.8 Level Coordinators and Teachers will begin Marking and have a discussion about how the Marking Criteria are being applied. This may be done after each person has Marked a few Assessments. While an > 5% deviation is considered acceptable in some instances, the team needs to identify what consensus is for the specific Assessment.
- 8.9 If Moderation demonstrates disparity in Marking across Markers, then Assessment results will not be released until consensus has been reached.
- 8.10 Results will only be released when:
- consistency in the Marking is achieved between classes and campus locations;
 - 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 Level Coordinator approves the release of Assessment Results.

8.11 At the end of the Study Period, the Level Coordinator conducts a review and evaluation of the ELICOS Course, includes the following activities:

- a) identifying revisions required to teaching activities, Assessment tasks and Marking Criteria, in response to the Moderation findings and Feedback from Students and Teachers;
- b) reviewing effectiveness of Marking Moderation activities;
- c) adding annotated samples of Student responses at different grades to an Assessment repository for future validation and Quality Assurance.

Marking

- 8.12 Consistent with a Criterion- and Standards-referenced approach, each Assessment Task will be Graded to reflect the level of Student attainment.
- 8.13 All Assessments will be Marked and returned to Students within seven (7) Calendar Days.
- 8.14 Teachers are expected to return assignments during scheduled class time or via electronic format.
- 8.15 Any scaling of Marks will be justifiable and endorsed by the Director of Studies.
- 8.16 In cases where Assessment Tasks are non-replicable, such as performance presentations, and where the value of the task is over twenty percent (20%) of the final Mark for the ELICOS Course, Students will 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 ELICOS Course Outlines.

Academic Integrity

- 8.17 All Assessment Tasks are designed to uphold and incorporate Academic Integrity.
- 8.18 The *Academic Integrity Policy* and *Academic Misconduct Procedures* contain information for Staff and Students about how ECC reports and addresses Academic Misconduct.

Feedback

- 8.19 Students will receive Feedback on all Assessment Tasks that is constructive and clear and, in the case of Summative Assessment Tasks, provides a Mark and, as required, an associated Grade.
- 8.20 Feedback will be clear and specific. Where Marking Criteria are used, Feedback will clearly identify Student achievement in each Criteria, and numeric and written Feedback will be consistent and mutually reinforcing.
- 8.21 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; and
- c) self and peer Assessment is to be used for Formative Assessment purposes only – the grading of Student work is the Teacher’s responsibility.

Return of Assessments

- 8.22 Feedback, Marks and associated Grades (as required) on Summative Assessment Tasks, must be provided to Students with sufficient time to inform a Student’s preparation for any subsequent Assessment, and in any event within fourteen (14) Calendar Days after the submission of an Assessment Task. However:
- a) the Director of Studies 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 Level Coordinator of the approved increased turnaround period; and
 - 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.
- 8.23 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.
- 8.24 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 the College record keeping processes.
- 8.25 Level Coordinators are responsible for storing and de-identifying samples of completed Assessment Tasks across a range of Grades for Moderation and Quality Assurance purposes.

9. VARIATION TO ASSESSMENT

- 9.1 Students are expected to complete Assessment Tasks published in an ELICOS Course Outline by the relevant due dates. A variation to an Assessment Task may be allowed as set out in this Section, or as determined by the Director of Studies.
- 9.2 Where no variation to an Assessment Task is available, the ELICOS Course Outline must clearly state this.
- 9.3 Subject to this paragraph, an Assessment Task specified in the ELICOS Course Outline must not be changed. Where the Level Coordinator determines a change is necessary, this must be approved by the Director of Studies having due regard to business processes and any applicable Compliance 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 Level Coordinator will notify all Students in writing of

any changes made and approved, with as much notice as practicable.

Modified Assessment Tasks

- 9.4 A Level Coordinator will allow a Modified Assessment Task:
- a) where it is in accordance with a Student's Learning and Assessment Plan; or
 - b) following consultation with the Director of Studies, where it is determined that there are Exceptional Circumstances.
- 9.5 In determining whether it is reasonable to make an adjustment or allow a Modified Assessment Task, a Level Coordinator must consider the Student's circumstances, the level of the ELICOS 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 ELICOS Course, and any other relevant factors.
- 9.6 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.
- 9.7 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

- 9.8 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.
- 9.9 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 Level Coordinator. Extension requests received after the due date will require the approval of the Director of Studies. Applications for an Extension for a period exceeding one week should be referred to the Director of Studies.
- 9.10 In considering any request for an Extension, the Level Coordinator or Director of Studies will consider the impact of the Extension on the ability to provide Feedback to the Student prior to a subsequent Assessment Task in that Module.
- 9.11 A request for an Extension of more than fourteen (14) Calendar Days, or where the due date will be after the end of the current Study Period, will only be granted in Exceptional Circumstances and must be approved by the Director of Studies.
- 9.12 A decision of the Level Coordinator or of the Director of Studies regarding an Extension is final.

- 9.13 The Director of Studies 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.
- 9.14 A copy of any written approval of the Extension must be lodged with the Assessment Task wherever practicable.
- 9.15 Assessment Tasks submitted after the due date and time (or the extended due date and time) will incur a penalty calculated as follows:
- 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
 - where the Assessment Task is more than seven (7) Calendar Days late (excluding the due date), a Mark of zero (0) will be awarded.
- 9.16 These Procedures for Extensions are not applicable to Time-Sensitive Assessment Tasks or Resubmissions.

Deferred Time-Sensitive Assessment

- 9.17 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.
- 9.18 Students must inform their teacher as soon as practicable if the Assessment is crucial to course completion. They must also complete an [Explained Absence and Deferred Assessment Request Form](#), attach supporting evidence and submit to Student and Academic Services.
- 9.19 A request for a Deferral where the due date will fall after the end of the current Study Period, will only be granted in Exceptional Circumstances and must be approved by the Director of Studies.
- 9.20 A decision of the Level Coordinator or of the Director of Studies regarding a Deferral is final.

Submission of previous work for Assessment

- 9.21 If a Student is repeating an ELICOS Course they will be required to submit new work for all of their Assessment Tasks; however, upon approval by the Level Coordinator or the Director of Studies, a repeating Student may be permitted to build upon a previously-submitted Assessment.

Lost Assessment Tasks

- 9.22 The onus is on Students to keep copies of their Assessments. Problems with hardware or a lost usb, for example, do not constitute grounds for an Extension or Deferred Examination.
- 9.23 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 Director of Studies 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 Module; or
- b) offer the Student the option of re-performing the Assessment Task or performing an alternative Assessment Task within a reasonable period.

10. GRADING SCHEMA

10.1 For all Modules, Teachers 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.

10.2 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 / ECC PQP
65%	AE5 pass Mark	ECU Postgraduate Program

11. BOARD OF EXAMINERS: APPROVAL OF RESULTS AND GRADES

11.1 Students will be informed of their Results for every internal Assessment Task following the completion of post-Assessment Moderation.

11.2 Each Study Period, the Board of Examiners approves individual ELICOS 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 ELICOS Courses as compared to previous Study Periods or other ELICOS Courses and will ask the Level Coordinators to investigate and/or implement strategies in response.

12. REVIEW MECHANISMS

Informal Review

12.1 A Student who has reason to believe that their Grade/Result for an Assessment Task and/or Final Grade/Result does not reflect their level of achievement, may ask for an Informal Review of their Grade/Result from their class Teacher.

12.2 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 and any relevant Marking guide or materials.

12.3 The Reviewer in consultation with the Teacher, may (but is not obliged to) revise the Grade/Result awarded for an Assessment Task or for the ELICOS Course as part of the

Informal Review process, having regard to equity matters in relation to other Students enrolled in the ELICOS Course when making a decision.

- 12.4 Within seven (7) Calendar Days of undertaking an Informal Review, the Reviewer, or Teacher will inform the Student in writing the outcome of the Informal Review.

Formal Review

- 12.5 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.
- 12.6 A Student who is dissatisfied with the outcome of an Informal Review, and who considers their Result for an Assessment Task or ELICOS Course does not accurately reflect their level of achievement, 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 ELICOS Course 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 linguistic merit of any work submitted for an Assessment Task or ELICOS Course; or
 - e) the Result contained, was based on, or was caused by, a clear error.
- 12.7 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 ELICOS Course;
 - 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 or ELICOS Course;
 - d) financial, career, visa or other personal implications of not passing or achieving a particular Grade/Result in an Assessment Task or ELICOS Course;
 - e) Grade/Results received by the Student, or by other Students, in the same or other ELICOS Courses; or
 - f) the amount of effort put into work completed by the Student.
- 12.8 A request for a Formal Review of an individual Assessment Task, must be lodged within thirty (30) Calendar Days of the Result becoming available.
- 12.9 A request for a Formal Review of a final ELICOS Course Result must be lodged within thirty (30) Calendar Days of the Result becoming available; however, given the short period of time between ELICOS Courses, Students are encouraged to lodge a Formal Review request as soon as possible after receiving a Grade/Result so that, if successful, they may progress to

their next Course of study.

- 12.10 Where a Student wishes to lodge a request for a Formal Review outside of the periods described in Clauses 12.8 and 12.9, the Student must include reasons and sufficient evidence as to why their request should be considered out-of-time. The Director of Studies 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.
- 12.11 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.
- 12.12 Once accepted or resubmitted, the request will be referred to the Director of Studies (or Nominee(s)).
- 12.13 In conducting the review, the Director of Studies (or Nominee(s)) 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.
- 12.14 Within fourteen (14) Calendar Days of the Student's request for a Formal Review:
- a) the Director of Studies:
 - 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.

Appeal

- 12.15 Students may Appeal to the Student Appeals Committee any decision reached in a Formal Review, as per the [Student Appeals Policy](#).

13. RELATED DOCUMENTS

- 13.1 These Procedures support the *Assessment Policy*.
- 13.2 Documents related to these Procedures include:
- Admission Policy*
 - Assessment Guidelines: Disability and Equity*

*Attendance Policy
ELICOS Progression Policy
Enrolment Policy*

14. CONTACT INFORMATION:

For queries relating to this document please contact:

PROCEDURES OWNER	Director of Studies
ALL ENQUIRIES CONTACT:	Quality and Compliance Manager
TELEPHONE:	08 6279 1133
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15. APPROVAL HISTORY

For queries relating to this document please contact:

PROCEDURES APPROVED BY:	Director of Studies
DATE PROCEDURES FIRST APPROVED:	March 2022
DATE LAST MODIFIED:	
REVISION HISTORY:	
NEXT REVISION DUE:	March 2024