
Assessment, Moderation and Student Progress Procedure

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1.0 Purpose

This Procedure outlines the steps taken as part of EIT's higher education assessment, student progress and moderation of each course. It gives guidance to the implementation, conduct and management of relevant processes and should be read together with the overarching policy.

2.0 Scope

This Procedure applies to all staff undertaking teaching/assessment in EIT's higher education community, regardless of the tenure or delivery mode. It is related to other policies and procedures in the area of assessment of student progress at EIT.

Key activities pertaining to assessment, student progress and moderation are:

- Assessment design
- Consistency of assessment
- Collection of data on student progress;
- Monitoring of that data, both individual student data and course data, and indicate emerging trends in student performance.
- Moderation of assessment
- Reporting
- Student complaints

3.0 Committee/Personnel

The Dean will ensure that all academic staff teaching higher education courses are suitably qualified for teaching and assessment, including moderation of assessment. The Dean will also ensure that processes are in place to both assure the quality of the assessment process for units and courses offered by EIT and support the continuous improvement of assessment.

3.1 Academic Committees

The Academic Board has overall responsibility for all aspects of student assessment, student progress and moderation of student assessment. The Terms of Reference of the Academic Board outlines the responsibilities, activities and frequency of meetings.

The Dean will ensure that all student assessment, progress and moderation results are reported to the Academic Board to consider the academic results for each course.

Quality assurance is the responsibility of the Academic Board, and therefore it will consider the overall outcomes relating to student performance in all units.

The Academic Board delegates responsibility for the approval of student unit results to the Board of Examiners (BoE) and the Board of Studies (BoS).

If there are concerns with any aspect of assessment, student progress or moderation; an investigation and rectification of the issue must be made before finalising results.

3.2 Staff

Given the size of EIT, academic staff communicate with the Learning Support Officer or Course Coordinator to discuss assessment throughout each teaching period. The Course Coordinator will hold meetings as required to discuss any inconsistencies in marking that have been identified and report any findings to the BoE and/or BoS at the next meeting. The BoE and/or BoS will discuss borderline assessment marks and grades; participate in cross marking of some papers; discuss any issues that have been identified, and formulate recommendations to the Academic Board for approval of student grades. The parameters and process for the moderation process are detailed in the dedicated section of this Procedure.

4.0 Providing students with assessment requirements

Students will be informed about the expectations of assessment. Assessment tasks must align with learning outcomes which reflect the unit learning objectives and relevant graduate attributes, which should be provided to students at the beginning of each teaching period. They should fairly, validly and reliably measure student performance of intended learning outcomes and define and maintain academic standards, whilst ensuring that any variation to assessment task design based on mode of delivery maintains equivalent student learning outcomes.

Students will be advised how all final marks and grades are to be determined in accordance with EIT's Assessment Guidelines set out below.

5.0 Process

5.1 Assessment

Assessment Types

Assessments can include various component types. Those frequently used by EIT include:

- Participation in online or face-to-face group seminars, workshops, tutorials, laboratories and other types of assessment.

- Completion of assignments as set by the lecturer based on the content of the unit
- Examinations based on the content of the unit
- Completion of designs, reports and theses as required for the unit.

Assessments and tutorial sessions (live and pre-recorded) are designed to ensure that each student has understood the topics covered, and is ably prepared to apply this knowledge in the real world.

Assessment Integrity and Equivalency

Different versions of assessment tasks will be developed and rotated through different student cohorts to minimize academic integrity issues that may arise regarding assessment submission and/or completion of exams by students in the different academic calendars and/or different delivery modes.

During the initial development of course materials two different versions of assessment tasks will be created per unit which can then be rotated through the different cohorts. During subsequent unit deliveries and as part of EIT's quality assurance processes which involves regular review of course materials, further assessment task versions will be created which can be added to the rotation. The rotation of the assessment tasks is the responsibility of the Unit Coordinator and/or Learning Support Officer.

Methods are also adopted to ensure equivalency across assessment tasks when there is a necessary variation to accommodate different delivery modes. This will depend on the nature of the assessment task and the discipline, and must include one of the following:

- using the same assessor to mark all assignments;
- using one assessor or assessment team for each assessment item across all modes, streams and locations;
- second-marking by a different assessor of a selected sample of assessments, including borderline assignments/examinations to validate assessment standards and interpretation of the marking guide across all modes and/or locations;
- exchanging samples of graded items of assessment between assessors for the purpose of standardisation of marking.

This will be incorporated into EIT's moderation activities which are detailed in section 3.2 below.

Unit Outlines and Marking Guides

Unit outlines and marking guides play an important role in the provision of quality teaching and learning. The unit outlines and marking guides contain details of unit rationales, learning outcomes, content, delivery and assessment. Further details such as mapping to learning outcomes, weighting and assessment details are also provided.

Each unit will have learning outcomes that are informed by assessable tasks developed to measure student achievement of unit learning outcomes. The standards are developed by applying professional judgments about expected levels of student performance that can be benchmarked against acceptable levels of performance within the field of study.

The criteria and standards of performance should be developed for each assessment activity based on criteria published in the course unit outline.

Assessment should not deviate from the outlines and marking guides, unless there are exceptional circumstances, such as a late change of staff, in which case, changes should be notified to students as soon as possible. Approval from the Dean should be sought in such circumstances.

All units must have *Unit Outlines* and *Marking Guides*, consistently formatted in accordance with EIT's templates.

At the start of each EIT teaching period all unit outlines are made available to students. Prior to publication of unit outlines, the Course Coordinator and/or Unit Coordinator are responsible for checking that assessment tasks are:

- clearly defined and fair, and that students are given reasonable opportunities to demonstrate what they have learned.
- aligned with the planned learning outcomes.
- maintains equivalent student learning outcomes if any variation to assessment task design has been applied based on mode of delivery

Units are reviewed regularly by obtaining feedback from lecturers and students on a regular basis. This feedback is used to inform changes to unit outlines and resources to effect continuous improvement, within the changes permitted by TEQSA before a material change application is required.

Participation Marks

With regard to participation, a student will be allocated a participation mark, for each unit, based on the levels set out in each unit outline. The general class participation mark weighting is between 5% and 20% for each unit. The participation mark could be a combination of attendance and practicals with 5% allocated for attendance.

For Bachelor degrees, the participation mark will be 5% based on attendance &/or homework requirements. The weighting for practicals varies and is stipulated in each unit outline.

Students must attend 70% or more of the webinars/tutorials to receive the full 5% mark allocation for each unit. It is allocated at either 0% or 5%.

If online students are unable to attend a live webinar they can submit a webinar summary which is a dot point summary that covers all the main points of the session. The summary will need to demonstrate that the student has watched the recording of the live session and understood what was presented.

On-campus students must attend 70% of their live tutorial sessions in person to receive the full 5% mark allocation for attendance for each unit. They are unable to submit webinar summaries to make up for any absences.

If applicable to the unit, students must submit the practical laboratory assessments. The practical laboratory assessments may include remote laboratories, the use of simulation software, calculations, case studies and "classical" kit-based labs for each unit.

Approval processes

Changes to units must be approved by the BoS and the Academic Board and the changes documented. Changes should be made to the Student Handbook and website, where relevant.

Significant changes may require a Material Change to be submitted to TEQSA for approval. A full review of units and courses is conducted for the renewal of course accreditation submission to TEQSA.

Grades (excluding Thesis Assessment)

Graded assessment for all units, except the Thesis Unit (refer to 'Thesis Assessment' section) is used according to the levels listed in the table below, and as per the participation requirements stated above.

Notation	Grade definition	Percentage range	GPA Value
HD – High Distinction	Excellent	85%-100%	4
D - Distinction	Very good	75%-84%	3
C - Credit	Good	65%-74%	2
P - Pass	Pass	50%-64%	1
F - Fail	Fail	0%-49%	0.3
FE – Failed Exam	Failed exam or other mandatory requirement of unit completion	0%	0.3
FW – Fail Withdrawn	Formally withdrawn from a unit after the census date	N/A	N/A

Grade: HD – High Distinction

Mark Range : 85–100%

Description: Excellent

Assessment Guidelines:

The student demonstrates ability to use the full range of learning resources consistently and correctly communicates using precise industry and technical terminology and demonstrates critical judgement and sound reasoning to organise and evaluate in relation to the set task.

The student demonstrates a thorough understanding and application of a range of tools and theoretical applications, including an extensive understanding of the theory covered, an in-depth industry and technical knowledge of relevant drawings, diagrams and documentation that are relevant to industry practice and a capacity to accurately and logically apply relevant formulae and perform mathematical calculations.

Grade: D - Distinction

Mark Range: 75–84%

Description: Very Good

Assessment Guidelines:

The student manages their own learning using the full range of resources for the specific discipline with minimum guidance, communicates using specific industry and technical terminology and demonstrates a detailed understanding and application of a range of tools and theoretical applications.

The student demonstrates detailed industry and technical knowledge and understanding relevant to specific competencies, demonstrates an understanding of the theory covered as it applies to industry and has the capacity to analyse all elements of specific tasks within the topic, including a thorough understanding of drawings, diagrams and documentation and their importance in industry practice.

The student demonstrates capacity to organise and evaluate and logically and competently apply relevant formulae and perform mathematical calculations.

Grade: C - Credit

Mark Range: 65–74%

Description: Good

Assessment Guidelines:

The student manages learning using resources for the discipline, communicates using appropriate industry and technical terminology and demonstrates a sound understanding and application of the performance required in the use of a range of tools and theoretical applications.

The student demonstrates sound industry and technical knowledge and understanding relevant to specific competencies, demonstrates a basic understanding of relevant theory as it applies to industry, including a general understanding of drawings, diagrams and documentation and their relationships to industry practice and a capacity to analyse elements of specific tasks.

The student has the capacity to structure written responses in a descriptive manner, logically apply relevant formulae and perform mathematical calculations.

Grade: P – Pass

Mark Range: 50–64%

Description: Pass

Assessment Guidelines:

The student works within an appropriate ethos, can use and access a range of learning resources and communicates using basic industry and technical terminology.

The student demonstrates an understanding of the performance required in the use of a limited range of tools and theoretical applications, demonstrates basic industry and technical knowledge and understanding relevant to specific competencies and comprehends basic elements of specific tasks in the topic, including a general understanding of drawings, diagrams and documentation.

The student displays a limited understanding of the theory covered as it applies to industry, demonstrates a basic understanding of the application of formulae and mathematical calculations and structures written responses using unsupported generalisations.

Grade: F – Fail

Mark Range: 0–49%

Description: Fail

Assessment Guidelines:

The student accesses and uses and a limited range of learning resources, communicates using non-industry specific terms and demonstrates a superficial understanding of the performance required in the use of a limited range of tools and theoretical applications.

The student demonstrates limited technical and industry knowledge and understanding relevant to specific competencies, recounts elements of specific tasks in the topic and displays only an elementary understanding of the theory covered as it applies to the industry with a limited understanding of drawings, diagrams and documentation.

The student structures written responses using unsupported generalisations and irrelevant material, demonstrates only a limited ability to apply relevant formulae and perform mathematical calculations.

Grade: FE – Failed Exam

Mark Range: 0–100%

Description: Failed exam or other mandatory requirement of unit completion

Assessment Guidelines:

The student has not met the mandatory unit requirement of attaining a pass grade in the exam. This grade may also be applied where the student has not completed other mandatory requirement or assessment item/s in the unit.

Grade: FW – Fail Withdrawn

Mark Range: 0–100%

Description: Withdrawn after census date

Assessment Guidelines:

The student withdrew from the unit after the census date for the study period had passed, but before the end date for the study period.

GPA Calculation

A Grade Point Average (GPA) is a numerical scale which reflects a student's academic performance in a course, based on their grade history.

A GPA will appear on official Records of Results as well as on other relevant progression documentation.

Each unit completed will have an assigned credit point value. Each grade received will also have an assigned GPA value (see above table). GPA is calculated to 2 decimal places as follows, with a maximum of 4.0 GPA:

GPA = sum (unit credit points * grade GPA value)/ sum (all unit points)

Units that are included in a GPA calculation:

- All attempts at a unit, until said unit is successfully completed, at which point the final attempt will supersede unsuccessful attempts.
- All units awarded a numerical (percentage) mark
- Approved grades only

Units that will not be included in a GPA:

- Units where Recognition of Prior Learning (RPL) has been granted
- 0 credit units, where no GPA value is assigned
- Units that were failed in a previous study period, that have since been completed successfully
- Units that a student has withdrawn from before the relevant census date

Examinations

Students must achieve a result of 40% or above in the exam itself to pass the exam and must pass the exam to be able to pass the unit (noting that an overall final unit score of 50% or above must be achieved to pass the unit once all assessment, including the exam, has been completed).

Scheduled exam information will be included in the academic calendar and at times specified in unit outlines provided to students prior to commencement of the course. Students should be notified of examination periods no less than 12 weeks prior to the event (excluding deferred and supplementary exams which will have notification times of no less than 5 calendar days).

Students will be required to sit examinations using invigilation/proctoring software.

Students will be required to present approved photo identification, driver's licence or passport upon entry to the examination. Failure to provide suitable identification will result in denial of access to the examination.

For a unit that contains a formal examination assessment component, the course fee includes one attempt at the examination for each unit. Students requiring a second (or supplementary) attempt at the examination may be required to pay an additional supplementary examination fee per unit.

Restricted Open Book Examinations

Where an examination is classified as 'restricted open book' students should be permitted to take into an examination limited materials as specified by the Learning Support Officer. For exams conducted on-campus, Examination Supervisors should inspect materials to ensure that they comply with the examination requirements. Unauthorised materials should be removed from the student until after the examination has been completed.

Open Book Examinations

Where an examination is classified as 'Open Book' there will be no limitations on the written materials which are taken into the examination.

Internet Access and Electronic Devices

For on-campus based exams, due to increased risks of collaboration with undefined parties or resources external to the exam venue, students will be required to use the proctoring software in order to sit the exam. Other internet enabled electronic devices not specified for use during the exam such as handheld tablets, personal notebook computers or mobile telephones should not be permitted in the examination. Where access to calculators or electronic devices are required in an examination, specific details of permitted models and security measures will be detailed in the unit outlines and by the Learning Support Officer prior to the examination date. Examination supervisors should inspect electronic devices to ensure that they comply with requirements.

Unauthorized devices will be removed from students until after the examination.

Thesis Assessment

It is vital that overall the stated learning outcomes as well as the contributions the thesis unit is claimed to be making to the delivery of the program graduate attributes are clearly and independently demonstrated by the student.

Selection of Thesis Topic

2-4 weeks prior to beginning the Thesis unit, a topic/s should generally be proposed by the student but past topics may be made available for reference.

The chosen topic needs to be accepted and approved by the Thesis Supervisor (allocated after draft submission of topic/s) and/or Course Coordinator

The Thesis Supervisor should carefully and realistically assess the individual situation of each student, to ensure they are not disadvantaged in their research by workplace restrictions or time constraints.

The thesis topic should be based upon the duration of hours for the thesis work as stated in the Unit Outline.

Typical Thesis topics for a Master degree should be based around Australian Qualifications Framework (AQF) requirements for the Master degree by course work: (<https://www.aqf.edu.au/sites/aqf/files/aqf-addendum-2014.pdf>).

Attributes of a Master Degree Thesis

A master degree thesis should have the following attributes:

Knowledge:

Graduates of a Master's Degree (Coursework) will have:

- a body of knowledge that includes the understanding of recent developments in a discipline and/or area of professional practice
- knowledge of research principles and methods applicable to a field of work and/or learning

Skills:

Graduates of a Master's Degree (Coursework) will have:

- cognitive skills to demonstrate mastery of theoretical knowledge and to reflect critically on theory and professional practice or scholarship
- cognitive, technical and creative skills to investigate, analyse and synthesise complex information, problems, concepts and theories and to apply established theories to different bodies of knowledge or practice
- cognitive, technical and creative skills to generate and evaluate complex ideas and concepts at an abstract level
- communication and technical research skills to justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences

- technical and communication skills to design, evaluate, implement, analyse and theorise about developments that contribute to professional practice or scholarship

Application of knowledge and skills:

Graduates of a Master's Degree (Coursework) will demonstrate the application of knowledge and skills:

- with creativity and initiative to new situations in professional practice and/or for further learning
- with high level personal autonomy and accountability
- to plan and execute a substantial research based project, capstone experience and/or piece of scholarship

For example, a Master level thesis topic for Industrial Automation could be:

An innovative design of the control strategy for an entire mineral processing plant comprising 20 PID loops where there is a degree of interaction between individual loops and a necessity for advanced control because of dead time constraints requiring research into how the process interacts and state of the art technology available. In addition remote access is required.

An unacceptable example of a Master level thesis would be:

Implementation of 20 standard PID loops with existing equipment where there is no innovative advanced control required and equipment is available entirely off-the-shelf and the processes are well understood and extensively applied on past design projects.

Supervision of Thesis

The Thesis Supervisor will be formally appointed once the student has submitted their draft topics for approval but before the second week of the Thesis unit. The Thesis Supervisor could be a member of EIT staff but an external Thesis Supervisor is preferred, as long as the teaching standards are upheld (as per the EIT 'Recruitment, Selection, Appointment and Induction Procedure') in this regard.

It is expected that the Thesis Supervisor will have regular communications with the student (at least once every fortnight). The communications between the Thesis Supervisor and the candidate may be via phone calls, using online meeting software, face to face, Skype or email, but should be recorded for review and records

The Thesis Supervisor is expected to guide the student with clear, mutually agreed deadlines for each contact session, and is anticipated to spend a sufficient amount of time per session, interacting and assisting the student (and answering student queries and comments).

The Thesis Supervisor should remark on the documentation accompanying the thesis for examination including any restricting circumstances the student may have experienced (such as work restrictions/career disruptions).

The Thesis Supervisor may need to interact with the student's company in order to assist the student in expediting the work that is being undertaken.

Under no circumstances is the Thesis Supervisor to assist the student in the actual writing of the thesis; apart from making reasonable suggested corrections to the thesis document. It is not the job of the supervisor to act as a proof reader of the thesis – a minimum level of communication and reading/writing skills are expected of the student.

Student Progress during the Thesis Unit

Students must attend every scheduled progress meeting during the Thesis Unit. Before each scheduled progress meeting the student will be required to submit a 'Fortnightly Thesis Progress Report' to their Thesis Supervisor detailing their progress. These reports will then be attached by the Thesis Supervisor to their final 'Supervisor Report' (due in week 23 of the Thesis Unit).

If a student cannot attend a scheduled meeting they must give their Thesis Supervisor no less than 48 hours' notice. The Thesis Supervisor will make every effort to reschedule the meeting at this point.

If a student cannot attend a scheduled meeting, they should still submit their 'Fortnightly Thesis Progress Report' to their Thesis Supervisor.

If a student misses meetings, or is non responsive the Thesis supervisor will alert the Learning Support Officer urgently, and actions to monitor progress will be taken.

Appointment of Thesis Examiners

Two Thesis Examiners should be nominated, approved and appointed at least two weeks before the thesis is due for submission for examination by the Thesis students. It is important that the examination process is not compromised by a bias on the part of an examiner, or a conflict of interest.

An examiner can be sourced from within EIT staff and may be the student's supervisor; but at least one examiner will be external. An external Thesis Examiner must:

- not be a member of EIT staff. Former members of EIT staff may be appointed provided that they continue to be actively engaged in industry and all prior contact with the student or the thesis is disclosed to determine the appropriateness of the appointment
- not have or have had a close personal or contractual relationship with the student to be examined or any member of the staff of that student's Department if this may give rise to a perception of a conflict of interest
- not have not been associated with the supervisor or student in the course
- not be approved where there is an actual or perceived serious conflict of interest with the student, a supervisor, EIT, subject matter or with another examiner

An examiner need not hold an academic appointment. However, all examiners should hold a related level of qualification for which the candidate

is being examined or alternatively should have the equivalent experience as per the EIT *'Recruitment, Selection, Appointment and Induction Procedure'*.

Examination of Thesis Submissions

The Thesis Examiner is to return the completed Thesis Examination Form to the Learning Support Officer within four weeks of receiving the Thesis.

After conclusion of the examination process, examiners will recommend a grade from the following:

- High Distinction (outstanding thesis) – 85% - 100%
- Distinction (Pass with no amendments) - 75% - 84%
- Credit (Pass with minor amendments) - 65% - 74%
- Pass with major revision and/or re-examination - 50% - 64%
- Fail - <50%

Examiners should consider the following grading descriptors when justifying the mark awarded to students for their Thesis. A marking rubric will be provided with specific criteria.

85-100% [High Distinction (outstanding thesis)]

- The project thesis makes a contribution to the selected topic's field of study, over and above standard mastery of the topic.
- It provides new insights, at coursework master degree level.
- It demonstrates exceptional scientific rigor in pursuing the project with independent research.
- The findings exhibit superior interpretation and discussion of project results.
- The report is exceptionally well written.
- Possibility for publication in a peer reviewed journal with minor revision.
- All or most master degree attributes have been met at a substantial level.

75-84% [Distinction (Pass with no amendments)]

- The project thesis shows an acceptable mastery of the selected topic's field of study.
- It provides limited new insights, at coursework master degree level.
- It demonstrates limited scientific rigor in pursuing the project with some gaps in intellectual evaluation and research.
- The findings exhibit acceptable interpretation and discussion of project results.
- The report is well written, with some flaws in structure and writing.
- Possibility for publication in a peer reviewed journal with revision and additional work.
- Most master degree attributes have been met at an acceptable level.

65-74% [Credit (Pass with minor amendments)]

- The project thesis shows an adequate mastery of the selected topic's field of study, but reveals shortcomings that do not warrant a higher grading.
- It provides known insights, at coursework master degree level.
- It demonstrates some scientific rigor in pursuing the project but substantial gaps in intellectual evaluation and research material is overlooked.
- The findings exhibit fair interpretation and discussion of project results – with some distortion.
- The report is fairly written, with sometimes inappropriate and distracting flaws in structure.
- Possibility for publication with substantial additional work.
- Master degree attributes have been met at a fair level.

50-64% [Pass with major revision and/or re-examination]

- The project thesis shows little mastery of the selected topic's field of study, and reveals significant shortcomings.
- It provides little insight, barely sufficient for a coursework master degree.
- It demonstrates flaws in methodology with little scientific rigor in pursuing the project and fair intellectual evaluation and research.
- The findings exhibit poor treatment, interpretation and discussion of project results – with superficial and limited analysis.
- The report is poorly written, with defective and distracting flaws in structure and writing is deficient.
- No possibility for publication.
- Master degree attributes have been met at the minimal level.

Below 50% [Fail]

- The project thesis shows no mastery of the selected topic's field of study, and is not sufficient.
- It provides inadequate insight, insufficient for a coursework master degree.
- Quality of findings and research is lacking - unable to meet the project aim.
- The findings exhibit an inability to interpret and discuss project results – with misinterpreted results.
- The report is very poorly written, unscholarly, incomprehensible, showing an inability to structure and write a logical argument.
- Master degree attributes have not been met

Where the examiner recommends a 'Pass with major revision and/or re-examination' grade, a clear and written statement should detail errors and

omissions. Students who are required to make amendments or attempt major revision, will be allowed up to an additional two weeks to complete the recommended changes before printing. Re-examination fees may apply should a thesis need to be re-examined.

A student who has achieved more than 50% in the unit, but above 40% in the final thesis will not be “failed”. They will be allowed time to revise their thesis, and then submit for re-examination (as per the above stated process). Fees may apply for re-examination. If a student fails completely, they will have to re-enrol for the next course intake as “extended thesis”.

If there is more than one grade classification discrepancy in examination results; or a re-examination is required; a third examiner may undertake a further assessment. The average of the 3 examiners marks will be assigned as the final grade.

If a student is unable to complete their Thesis and submit it for examination, or re-examination, within the timeframes of the Thesis Unit, or they have been awarded a ‘Fail’ result after examination, they will be required to re-enrol in the next scheduled Thesis Unit and pay the full Unit fee again. Full student participation will be expected during the re-sit of the Thesis Unit (not just re-examination). Students may work on the same Thesis as their original submission if they are required to re-sit the Thesis Unit.

Publication of Theses

All theses are made available to the public through the EIT website and forwarded to other repositories for digital archiving. A copy of the thesis is also archived by the Learning Support Officer on successful examination of the thesis.

If a student does not want their thesis to be made public (e.g. because they are writing a book or preparing a patent) an embargo can be placed on the thesis for a defined period of time. The student is required to advise their Learning Support Officer in writing (by email) that this is required and receive confirmation back that this has been actioned. Once the embargo has expired the thesis will be placed on the EIT website for public access.

Extensions, Special Consideration and Supplementary Assessments

Applications for extensions, special consideration and supplementary assessments must be made on the relevant form and submitted by the due dates noted on the form. Applications should only be made in exceptional circumstances as outlined on each form, and usually at least 3 working days in advance of the assessment due date (at least 5 calendar days for exam deferral applications – see ‘Deferred Examinations’ section below). Special consideration may be recommended by the Course Coordinator, if the circumstances are considered to be outside of the control of the student. The student should make an application to the Learning Support Officer and be aware that submission of an application does not constitute automatic approval. Students are encouraged to follow up with the Learning Support Officer if a response is not received within 2 working days.

Approval of applications for extension of assessment (not examinations) may be made by the Learning Support Officer (and the lecturer advised); other approvals are to be made by the Course Coordinator (particularly in complex situations that

sit outside of the standard approval requirements), and will only be granted if the reasons are clearly outside the control of the student. Students should be notified promptly of the outcome of their application by email.

Deferred Examinations

EIT recognises that on occasion a medical condition or other exceptional circumstances may impair a student's ability to attend an examination at the scheduled date and time. Depending on the circumstances, a student may be eligible for a deferred examination, and be permitted to sit examinations at a later scheduled time.

Deferred examinations apply only to assessment which takes the form of an examination, whether it be written or oral, quiz or test, theory-based or practical, or online. It does NOT apply to extensions to due dates for submission of other assessment tasks, such as individual or group assignments, wherein an 'Application for Extension' form should be submitted (see '*Extensions, Special Consideration and Supplementary Assessments*' section above).

Permission to sit a deferred examination will only be granted in the event of a certified medical condition or other exceptional and unavoidable circumstances.

Medical reasons are certified medical conditions. Medical conditions that present themselves during an examination (for example an epileptic seizure) would be considered under exceptional circumstances only. The onset of the condition must be sudden, unexpected, and debilitating, requiring immediate medical attention. Consideration of these circumstances would require confirmation in a medical certificate dated the date of the examination and which details the following criteria in relation to the medical condition:

- suddenness of onset of the condition
- predisposition to the condition
- seriousness of the symptoms, and
- impact on the student's ability to remain and complete the examination.

A medical certificate that simply states that a student was unfit to sit the examination will not be sufficient to demonstrate exceptional circumstances in the event that the student attends and attempts whole or part of the original examination.

The medical certificate cannot be provided by a near relative or close associate (examples of near relatives are a partner, child, brother, sister, or parent. Examples of close associates are close friends, neighbours and partners or children of colleagues). It will remain at the discretion of the treating medical practitioner whether to declare the precise nature of the relevant impairment.

All applications for deferred examinations must be accompanied by supporting documentation corroborating the reason for the request. Supporting documentation must be attached to the application for a deferred examination.

If an application for a deferred examination is approved, the student may be required to submit the original of the supporting documentation that they uploaded with their request, for verification purposes. Failure to produce the original documentation for verification, within the required timeframe, may result in the approval of the deferred examination being rescinded.

Any absence from a scheduled examination must be for circumstances beyond the student's control. Deferred examinations are approved only where the granting of a deferred examination rectifies a disadvantage. Deferred examinations are not approved where the granting of a deferred examination would create an unfair advantage for the applicant.

Students with longer-term illnesses that have impacted significantly on their coursework are strongly advised to seek advice from their Learning Support Officer well in advance of the examination period and prior to submitting deferred examination applications.

Timelines and guidelines for deferred examination application submission are as follows:

- Applications must be on the prescribed form and submitted to the Learning Support Officer via email within 5 calendar days of the examination.
- All relevant supporting documentation must be sent at the time of extension application submission.
- Documentation must clearly state that there is a direct date clash with the date of the student's examination/s or in the case of compassionate or bereavement, how it has impacted on the student's ability to sit the examination on the scheduled date.
- Documentation not in English must be accompanied by a translated English copy from a registered Nationally Accredited Authority for Translators and Interpreters.
- Statutory Declarations will only be accepted where there is no alternative formal documentation that can be obtained e.g. medical certificate, funeral notice, police report, road service report, Jury duty summons.

Students will be formally advised as soon as is practicable that they have been approved for a deferred examination. A minimum of 5 calendar days' notice will be given regarding the time and place of the deferred examination.

Students must be available to sit the deferred examination at the scheduled date and time. There are no provisions for further deferral of a deferred examination. The deferred examination will be the final opportunity for the student to sit the examination. Should a student fail to sit a deferred examination, they will be awarded zero marks for the examination.

The deferred examination would usually be in the same format as the original examination, but in some circumstances may take a different form.

Unacceptable grounds for deferred examinations are where the Course Coordinator and/or the Dean of Engineering is not satisfied that the student took reasonable measures to avoid the circumstance that contributed to the student missing the examination. In this circumstance a deferred examination

will not be awarded. For example, the following are not grounds for the award of a deferred examination:

- holiday arrangements, including overseas travel;
- misreading an examination timetable; and
- social and leisure events, including sporting and cultural commitments other than at state, national or international representative level.

Supplementary assessments

If a student does not pass a unit, there is the potential for them to sit a supplementary assessment.

The criteria for the awarding of supplementary assessments is that if a student has an overall unit mark of 45% to 49% ($45 \leq \text{mark} < 50$) once all assessments have been completed (including exams), then they may be allowed to sit a supplementary assessment to enable the student to attempt to improve their unit result. The intention is to help a student who has genuinely put in effort, and would normally have passed but had an unexpected problem in completing the unit successfully.

Supplementary assessment may take the form of an examination an assignment or any other appropriate assessment instrument within the particular discipline, with the proviso that the supplementary assessment task/s must be equivalent, though not necessarily identical, to the initial assessment task/s.

Students will be formally advised as soon as is practicable that they have been offered supplementary assessment and the form of the supplementary assessment task/s. If the supplementary assessment is an examination, a minimum of 5 calendar days' notice will be given regarding the time and place of the examination. Where the supplementary assessment takes another form, the Learning Support Officer will provide the assessment task information to the student including the required completion date as soon as possible. Students offered supplementary assessment will be awarded a maximum unit grade of pass.

If the supplementary assessment is failed, then the student will be required to repeat the unit by re-enrolling and undertaking the study again. The student may apply to the Learning Support Officer for approval to re-enrol in the unit, where they have failed, and repeat the entire unit, for a maximum of three units in the course.

The Academic Board would recommend counselling for a student immediately after the first supplementary assessment, to show a duty of care to find out why this has occurred. If the supplementary assessment is failed, then the student will be required to repeat the unit by re-enrolling and undertaking the study again.

Modified Assessment

Students will be allowed a modified assessment to provide equitable assessment practices for students with a disability or other circumstance that require a modification to assessment.

Examples of adjustments might include:

- The use of special equipment.
- The support of a scribe.
- The provision of a rest room.
- The provision of supervised break periods outside an examination venue.
- Variation in communication mode. For example, an oral process instead of a written one.
- Any modifications suggested as suitable for a particular student by a suitable or relevant authority (Disability Officer, relevant practitioner or community / religious leader (in the case of cultural / religious practice)

Students must provide a minimum of 3 weeks' notice about their need for a modified assessment and submit it on the relevant form. Exceptions to this timeframe will be permitted if the student sustains an accident or similar circumstance outside of their control, where they need a modified assessment, and could not have given the required notice.

Errors in Published Results

If it is found after publication of results that an error has been made in the publishing or recording of a result, the error will be corrected as follows:

- Completing the relevant form to amend the published result so that it is consistent with the officially recorded results; or to amend the published result and the recorded result to amend the errors.
- The form will be sent for approval to amend the result via the Dean and the Board of Examiners and/or the Board of Studies, together with evidence of the published result and the officially recorded result; or the published result and the erroneous recorded result.
- The published result and the recorded result (if relevant) will be amended after approval from the Board of Examiners and/or the Board of Studies and processed by the relevant area.
- The student will remain anonymous during the process, and will be notified in writing of the change of result, once it is finalized.

Student Notification

Students will be advised how all final marks and grades are to be determined in accordance with EIT's assessment policies and procedures.

Submission due dates and submission requirements

All assessments (other than examinations) must be submitted via Moodle by the due date and time. Students are to complete and submit assessments in the format specified, which is generally typed, in Word, Excel etc. All documents should be clearly named to indicate their content unit name and code, the number of the specific assessment activity and the student's own name, e.g. MEC1021_2_RobertGreen.doc.

Assessments sent as email attachments to any EIT staff member or lecturer will not be accepted. All assessments should be submitted via Moodle (except examinations), unless indicated otherwise. This is due to the unreliability of email, and Moodle will keep a record of all student submissions.

Assessment components will be provided at set times, or require submission of work before set dates and times. Students are required to participate at the set

times and submit the set work on or before the set dates and times. The outline for each course unit will indicate:

- The types of assessment for that course unit and the weighting allocated for each one.
- The requirements for submission of work, including the format and modes of submission.

For units that have an examination assessment component the student will be required to complete the participation and assignment assessment components as well as pass the set examination. Failure to be present or to meet a set date or time will result in a mark penalty, as follows:

- Late submission of assessments (excluding exams) shall be penalised at the rate of 5% (of the full marks of the assignment) for each full 24 hour period the submission is late.
- Submissions later than 7 days will be given a fail mark (unless an approved extension has been given. Any submissions after the approved extension date will be given a zero).
- Non-attendance at a scheduled exam without an approved deferral request will result in a zero/failed result being awarded to the student and disqualification from sitting a supplementary exam.

Extensions to deadlines or deferral of assessment may be granted by the Learning Support Officer for that unit providing:

- The Learning Support Officer is satisfied that valid medical or personal reasons justify the extension of time.
- The application for extension or deferral is in writing and submitted before the final submission deadline is reached.

Timeframes

Assessment procedures will allow students adequate time to complete each assessment activity, and be aligned to learning outcomes and scheduled activities of the course unit. Each course unit should include a sufficient amount of assessable activities in a range of formats to allow lecturers and students to monitor learning progress.

Feedback to students

Feedback may be communicated in a number of ways including, but not limited to:

- Via Moodle, EIT's Learning Management System (LMS)
- Model answers to questions
- Verbal comments from lecturers
- Written feedback from lecturers

The criteria and standards set for each assessment activity prior to the task being undertaken should allow the student to clearly see that assessments have been based on their performance against those criteria and standards, and provide an indication as to why they achieved a specific mark/grade and how they could have achieved a better mark/grade.

Feedback should be provided in a form that will allow students to review their learning progress and develop strategies for improving their learning outcomes

and ensure that grade allocation is explained and understood in terms of the learning outcomes and the marking criteria for the assignment.

Student Appeals

Student appeals against individual assessment marks should initially be submitted in writing to the lecturer teaching the unit, or by an informal discussion between the lecturer and the student, and possibly the Deputy Dean, Course Coordinator and/or Learning Support Officer within 7 days of the grades being released to the student. The members of staff involved should keep records of such discussions, including outcomes, for record keeping purposes.

If this does not resolve the issue, then the following formal processes should occur:

- the student should submit a formal request for a re-mark to the Learning Support Officer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).
- If this does not resolve the issue, then the student may continue to proceed in accordance with the EIT Students Complaints, Grievances and Appeals Policy and Procedure.

5.2 Moderation of Assessment

The Academic Board is responsible for oversight of moderation of assessment. The Dean is responsible for ensuring that moderation processes are implemented.

Each teaching period, moderation activities will occur with the aim of achieving consistency of assessment outcomes. These activities will occur at the commencement and end of each teaching period as a regular activity. Other activities may occur throughout the teaching period if concerns are identified.

Prior to each teaching period, the Course Coordinator will meet with teaching staff to discuss the assessment expectations as stated in the unit outlines and the marking guides. Examples of students' work from previous teaching periods (except for the first year of offer) will be used as a basis for inducting staff and setting expectations about the quality of work to achieve the various grade levels.

If concerns are identified during a teaching period, the Course Coordinator is responsible for initiating moderation discussions to investigate any concerns. Where it has been identified that systemic issues exist for a particular unit, then the Course Coordinator in conjunction with the Deputy Dean and/or Dean is responsible for devising a solution to the problem. The Course Coordinator and Deputy Dean and/or Dean must be satisfied that the solution will minimise the likelihood of the issue being repeated. They must determine whether, for example, this may require a remark of all students' work for the unit.

At each meeting of the BoS an analysis of assessment marks and proposed grades will occur to ascertain if marking has occurred within the stated requirements in the unit outlines and marking guides. This meeting will also examine whether there are significant differences of grades for each student, as a means of determining the level of marking across units, to ensure that each lecturer is marking at a similar level.

Borderline end of unit results for a student should be reviewed in the first instance by the unit lecturer. If the lecturer decides not to amend the grade this will result in a separate blind marking by another lecturer of all manually graded unit assessments tasks for that student to assist with determining the final result and grade. A unit result is considered borderline if it is within 2% of a Pass grade (i.e. 48 or 49%). If a decision is not definitive from this process, the matter will be referred to the BoS for a decision.

Borderline results following exams will be conducted in line with the following

BLIND MARKING MATRIX		EXAM		
		LESS THAN 38%	BETWEEN 38% & 40%	Above 40%
UNIT	LESS THAN 48%	FAIL NO BM REQUIRED	FAIL NO BM REQUIRED	FAIL NO BM REQUIRED
	BETWEEN 48% & 50%	BM OF ALL ASSESSMENTS REQUIRED	BM OF ALL ASSESSMENTS REQUIRED	BM OF ALL ASSESSMENTS REQUIRED
	ABOVE 50%	FAIL NO BM REQUIRED	BM OF EXAM ONLY	PASS - NO BM REQUIRED

Once each student's grade has been approved by the BoE the final results and grades can be released to students. These results will also be ratified by the BoS at their next meeting.

At the completion of each course (prior to Graduation) the Learning Support Officer will prepare a report for the BoS, Academic Board and Governance Board with a list of all graduands for approval, accompanied with Testamurs (and any other documentation) for signing by the Chair of the Governance Board.

Further detailed information on the administrative process for the approval of results and grades is detailed in Appendix A of this procedure.

As EIT delivers to each cohort, more data will be collected, which will enable further moderation across cohorts to occur. At the initial offering of the courses, there will be no previous assessment data to use, and as such, there will be more collaboration and discussion amongst staff regarding assessment, during the first year of offering the units and courses.

Where the Dean is of the opinion that alternative moderation procedures are required, or that these procedures are not practical, for example, due to low student numbers, then the Dean may substitute alternative procedures that are consistent with the Assessment, Moderation and Student Progress Policy, and still meet the aims of ensuring consistency of assessment outcomes. The Academic Board must be notified of these alternative procedures and given the opportunity to review and assess their effectiveness.

5.3 Student Progress

Students are required to make satisfactory academic progress before continuing to the next level of the course. Students must achieve the minimum requirements that are set out in this procedure along with the *Assessment, Moderation and Student Progress Policy* and Unit Outlines. EIT will monitor progression via the collection of

data and reporting progress to the Academic Board regarding each student's progression through the course and completion of the course. The following will be monitored:

- Students have passed the number of units of study specified by EIT as the minimum for a defined period for the specified course according to the student's enrolment status;
- Students have passed any compulsory or barrier unit/s of study, field or other professional experience as stipulated by EIT and approved by the Academic Board.
- Student attendance at compulsory teaching and assessment components of a unit of study;
- Failure of a student to pass units of study for which the student is enrolled in the award course;
- Students' GPA;
- Over-enrolment in an attempt to catch up on failed units of study;
- Significant negative variations in a student's academic performance;
- Timeframe for completing the course;
- Failure to meet the required English proficiency levels for the course of study;
- Non-compliance with EIT policies and procedures;
- Other progress requirements specific to the course.

Learning Support Officers and academic staff have mechanisms in place to monitor and identify students who are not making satisfactory academic progress. Support and advice will be provided as soon as possible to give students the opportunity of successfully completing the unit and the course.

The monitoring of student's progress, interventions for unsatisfactory progress and identification of students at risk are further detailed in the EIT *Students at Risk Policy and Procedure*.

6.0 Accountabilities

The Dean and Academic Board are responsible for review and approval of this policy.

Implementation is to be carried out by all academic staff under the leadership of the relevant Unit Coordinators, Course Coordinator and Learning Support Officers.

The policy is to be implemented via induction, regular biweekly staff meetings and training of staff and distribution to students and the EIT's community via the website and other publications.

EIT will regularly seek feedback from students, staff and stakeholders on the effectiveness of this policy via evaluations of courses, teaching staff and other supports. Performance will be monitored against the following:

- Student retention rates
- Course pass/fail rates

After the first cohort has graduated, consideration should be given in the future to other metrics such as:

- Student progression
- Student satisfaction
- Employer satisfaction

7.0 Definitions

Assessment: Is a process used to determine student's achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

Assessment criteria: Specific student learning outcomes that are expected to be demonstrated in any particular assessment task.

Course: A course or other set of units, *units* of study or other defined work requirements, the completion of which makes the student eligible for the granting of an Award or other formal record of achievement by the EIT.

Equivalence: The underlying principle for credit transfer is the assessment of equivalence with due regard to the similarity or difference of the education processes involved (including processes of delivery, teaching methodology and assessment).

Moderation: A process of independent checking or verification by a properly qualified person or committee.

Modified Assessment: Modified assessment refers to an alteration of the nature of an assessment task or the manner in which it is undertaken in ways which maintain its integrity while ensuring that a particular student is not unnecessarily disadvantaged by some significant condition which is not under his/her control. Such conditions might include disability, temporary illness / injury or religious / cultural practice.

Performance Standard/Criteria: A clearly articulated description of the level of attainment that acts as a stable reference point or recognised measure for the purposes of reaching a decision on the quality of a student's work.

Progression Rules: Means the progression rates and progression requirements approved by the Academic Board.

Special Consideration: Special consideration provisions in these procedures may allow a student to apply for supplementary assessment or some other form of consideration including a conceded pass in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

Teaching Period: A scheduled duration within an academic year. EIT generally refer to teaching periods as Terms or Semesters.

Unit: A *unit* of study or other similar component of a *course* that has an allocated identification code and is given a result which appears in a student's record.

Unsatisfactory Progress: Where a student fails to meet defined required minimum standards for progression in a *course* or fails to comply with a valid conditional enrolment



agreement or other requirement, progress may be deemed to be unsatisfactory. Information on minimum standards for progression in courses is contained in associated Procedures.

Practical Laboratory Sessions: These may include remote laboratories, the use of simulation software, calculations, case studies and “classical” kit-based labs.

8.0 Related Documents

The following policies and procedures are related to this procedure:

- Assessment, Moderation and Student Progress Policy.HE
- Admissions Policy.HE
- Duration of Study Policy.HE
- Teaching and Learning Policy.HE
- Teaching and Learning Plan.HE
- Students at Risk Policy.HE
- Students at Risk Procedure.HE
- Student Complaints, Grievances and Appeals Policy.HE
- Student Complaints, Grievances and Appeals Procedure.HE
- Course Specific Assessment Guidelines

9.0 References

Acknowledgement is made to The University of Queensland for inspiration and use of parts of policies/student guidance pages (accessed directly from their web site).

APPENDIX A

APPROVAL OF STUDENT RESULTS & GRADES

Ongoing results and grades:

- The unit lecturer is responsible for marking student assessments and recommending the result for a student's work in that subject, as assessed against documented assessment criteria. The lecturer should mark assessments within 7 days of receiving them and upload the marked assessments & feedback forms to students via Moodle.
- The Thesis Assessor is responsible for marking the final thesis, where relevant, within 30 days of receiving it and uploading the marked thesis & feedback forms to the students via Moodle.
- These results are given to students as marks only (no grades) and are considered "unofficial results" at this stage. Official results and grades may differ once the Board of Examiners (BoE) and/or Board of Studies (BoS) have moderated the results and made their final determinations on grades to be awarded to each student.
- The unit lecturer is to produce a written report on student progress, including recommended results and any borderline grade decisions, and present it to the BoS at each quarterly meeting.
- Borderline grades for a student will result in a separate blind marking by another lecturer prior to the BoE or BoS meeting to assist with determining the final grade. At each meeting of the BoE and/or BoS (scheduled to coincide with the end of each teaching period) an analysis of assessment marks and proposed grades will occur to ascertain if marking has occurred within the stated requirements in the unit outlines and marking guides. A consensus is not necessary. If a decision is not definitive from this process, the matter will be referred to the Academic Board for a decision.
- This BoE and BoS meetings will also examine whether there are significant differences of marking across each unit, to ensure that each lecturer is marking at a similar level.
- A report will be prepared on the outcomes of the BoE and BoS meetings and its recommendations, including each student's result and grade.
- Official grades will be published to students via Moodle prior to the students commencing the first assessment task in the next unit, where possible.
- Where required, a Board of Examiners (BoE) (consisting of the Dean, Deputy Dean and Course Coordinator) may be convened to approve student marks to meet the above stated publication timeframe, and to assist with student progression where unit pre-requisites are an issue in the proceeding units, and where a BoS meeting cannot be convened in time. The student marks approved at the BoE will then be ratified at the next BoS meeting.

Graduation requirements:

- The Learning Support Officer will provide the BoS with details of all potential graduates including all previously awarded results/grades from the course of study, and confirmation that the students meet all of the following eligibility criteria for graduation:
 - all academic requirements for the program have been met
 - there are no missing results or credit transfers
 - the student has no financial debt owing to EIT

If the student has missing results or credit transfers, EIT will rectify the issue immediately.

If students owe a debt, they will not be able to graduate and receive their testamur until all monies have been paid.

- A report will be prepared on the outcomes of the BoS meeting and a list of graduands prepared, which will be forwarded to the Academic Board for approval.
- The Academic Board will then prepare a report for the Governance Board on the outcome of the Academic Board decision including a list of all graduands for final approval together with Testamurs and any other documentation for signing by the Chair of the Governance Board.
- Official grades will only be published to students via Moodle once all Governing Bodies have given their approval. This will be no later than 6 weeks after the final assessment due date.
- All academic transcripts and testamurs will be sent via registered mail to successful graduates after official grades have been published and the Governance Board has given their approval.