

---

## Assessment, Moderation and Student Progress Procedure

---

<b>Procedure/Document Approval Body:</b>	Academic Board
<b>Date Created:</b>	4 April 2013
<b>Procedure Custodian:</b>	Dean of Engineering
<b>Procedure Contact:</b>	Accreditation Manager
<b>File Location:</b>	W:\Data - ALL.Standard\Policies and Procedures\EIT Policies and Procedure
<b>Location on EIT website:</b>	<a href="http://www.eit.edu.au/organisation-policies">http://www.eit.edu.au/organisation-policies</a>
<b>Review Period:</b>	Three Years
<b>Revision No:</b>	6
<b>Date of Revision:</b>	9 March 2017
<b>Date Approved:</b>	15 March 2017
<b>Date Commenced:</b>	16 March 2017

### 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. Unit results will not be finalised until approved by the Academic Board.

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 and the small number of students enrolled, academic staff communicate with the Learning Support Officer, Dean or Deputy Dean to discuss assessment throughout each teaching period. The Deputy Dean will hold meetings as required to discuss any inconsistencies in marking that have been identified and report any findings to the Board of Studies (BOS) at the next meeting. The 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 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.

Assignments and webinars 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 assignment 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 course intakes, 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 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 Dean is 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 students on a regular basis. Each year, five out of eight units offered are surveyed to obtain feedback on all matters, including assessment. Annually, feedback is sought on the course. This feedback is used to inform changes to unit outlines 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 20% for each unit in the Master's degrees (5% for attendance and 15% for successful laboratory assessment completion). For those few units without labs, the participation mark will be 5% based simply on attendance. The 15% normally allocated for successful laboratory completion has been allocated to assignments.

For Bachelor degrees, the participation mark will be 5% based simply on attendance. 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 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 and understood what was presented.

If applicable to the unit, students must submit 100% of 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. Marks will be awarded as 0%, 20%, 50% or 100% of the allocated percentage weighting for successful laboratory assessments.

The total mark is to be transferred to the student's record to contribute to overall marks 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**

Graded assessment is used according to the levels listed in the table below, and as per the participation requirements stated above.

<b>Notation</b>	<b>Grade definition</b>	<b>Percentage range</b>
HD – High Distinction	Excellent	85%-100%
D - Distinction	Very good	75%-84%
C - Credit	Good	65%-74%
P - Pass	Pass	50%-64%
F - Fail	Fail	0%-49%

**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.

***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 College Manager, 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 Dean (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 who make five or more applications for deferred examinations within six calendar months will be contacted by EIT.

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 working 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 Dean of Engineering and/or the Academic Board 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 him/her to sit a supplementary assessment at his/her own expense, to achieve a pass.

The criteria for the awarding of supplementary assessments is that if a student has a unit mark of 45% to 49% ( $45 \leq \text{mark} < 50$ ), then he or she may be allowed to sit a supplementary assessment to enable the student to pass the unit. 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, an oral examination 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 working days notice will be given regarding the time and place of the examination. Where the supplementary assessment takes another form, the Deputy Dean/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 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 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 Academic Board 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 assignments must be submitted via Moodle by the due date. Students are to complete assignments in the format specified by the instructor, which is generally 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.

Assignments sent as email attachments to any staff will not be accepted. All assignments should be submitted via Moodle. 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. A failure to be present or to meet a set date or time will result in a mark penalty.

- Late submission of assignments shall be penalised at the rate of 5% (of the full marks of the assignment) for each 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).

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 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.

### *Examinations*

Where examinations are included in the assessment for a course, 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 dates and times no less than 12 weeks prior to the event.

Students studying online will be required to sit examinations via EIT's internally developed Electromet 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 two or more attempts at the examination will be required to pay the additional examination fee for each attempt.

#### *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 should not be given access to the Internet during examinations. Electronic devices with Internet access 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.

### **Feedback to students**

Feedback will be communicated in a number of ways including:

- 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 or Learning Support Officer. 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 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.

Given that there are only a small number of students lecturers per unit, a rationalized approach will be taken, as it will generally not be necessary to moderate the assessment of different lecturer's assessment across a unit; but to moderate the outcomes of assessment against the unit outline assessment requirements, and across the cohort.

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.

At the commencement of each teaching period, the Deputy Dean and Learning Support Officer 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 Deputy Dean 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 Dean is responsible for devising a solution to the problem. The Dean must be satisfied that the solution will minimise the likelihood of the issue being repeated. The Dean 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 will result in a separate blind marking by another lecturer of all 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 Academic Board for a decision.

A report will be prepared on the outcomes of the BOS meeting and the recommendations, including each student's grade, will be forwarded to the Academic Board for approval of grades, prior to publishing final results and grades to students.

At the completion of each course (prior to Graduation) the Academic Board will prepare a report for the 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 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.

The Deputy Dean, Learning Support Officer 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 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 relevant 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. An EIT term (used for online courses) = 12 weeks, an EIT semester (used for on-campus courses) = 15 weeks.

**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
- Admissions Policy
- Duration of Study Policy
- Teaching and Learning Policy
- Teaching and Learning Plan
- Students at Risk Policy
- Students at Risk Procedure
- Student Complaints, Grievances and Appeals Policy
- Student Complaints, Grievances and Appeals Procedure
- 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 unit lecturer 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 Studies (BOS) and Academic Board 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 BOS meeting to assist with determining the final grade. At each quarterly meeting of the 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 BOS meeting 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 BOS meeting and its recommendations, including each student's result and grade. The BOS report will be forwarded to the Academic Board for approval of grades, prior to publishing official grades to students.
- Official grades will be published to students via Moodle prior to the students commencing the first assessment task in the next unit.

#### **Graduation requirements:**

- The Learning Support Officer should 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 meeting 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.