

## HE-AP03 STUDENT ASSESSMENT POLICY AND PROCEDURE

### Abbreviations:

<b>AB</b>	Academic Board
<b>AHE</b>	Apex Australia Higher Education
<b>CARC</b>	Course Advisory Review Committee
<b>CC</b>	Course Coordinator
<b>CLO</b>	Course Learning Outcome
<b>LATC</b>	Learning and Teaching Committee
<b>RRC</b>	Results Review Committee
<b>UG</b>	Undergraduate
<b>ULO</b>	Unit Learning Outcome

### 1. Purpose

- 1.1 The purpose of this policy and procedure specifies the academic progression requirements and outlines the processes undertaken by AHE where the student does not make satisfactory academic progress.

### 2. Scope

- 2.1 Applies to all aspects of Apex Australia Higher Education.

### 3. Principle of assessment at AHE

- 3.1 The principles of assessment at AHE are to:

- 3.1.1 Ensure that all student assessment tasks are appropriately designed and aligned with unit and course learning outcomes to determine the extent of learning outcome to be achieved,
- 3.1.2 Ensure students have met the learning and skills outcomes required within a unit of study in the course, and
- 3.1.3 Assist AHE academic staff make decisions about the performance of individual students within a unit of study.

### 4. Rationale

- 4.1 Assessments at AHE aim to:

- 4.1.1 Enhance and improve the quality of student learning outcomes through feedback that is informative, timely, constructive, and relevant to the learning needs of the student,
- 4.1.2 Measure and confirm the standard of student performance and achievement in relation to a unit of study's defined learning outcomes,
- 4.1.3 Recognise student effort and achievement with an appropriate mark and/or grade,

- 4.1.4 Provide relevant information to continuously evaluate and improve the quality of the course and the effectiveness of the learning and teaching process.

## 5. Policy Details

### 5.1 Types of Assessment

#### 5.1.1 Formative assessment:

##### 5.1.1.1 The objective of formative assessment is to:

- Monitor student learning to provide ongoing feedback that can be used by lecturers,
- Assist students identify weaknesses in their understanding so that they can improve their learning and target areas that need work; and
- Allow lecturers to monitor students' achievement of the unit's learning outcomes. Formative assessment may assist the lecturer to enhance student learning by understanding more about the students' learning process. It can also help lecturers recognise where students need assistance and address these problems immediately. Examples are weekly tutorial activities.

#### 5.1.2 Summative assessment:

##### 5.1.2.1 The goal of summative assessment is to:

- Evaluate student learning by comparing assessment outcomes against standards or rubrics toward achieving the unit learning outcome.

5.1.2.2 Summative assessment results are recorded as marks or grades which are factored into a student's permanent academic record.

5.1.2.3 Lecturers are to provide constructive and timely feedback on students' summative assessment tasks (as required) to help students improve their learning and to achieve the unit learning outcome.

5.1.3 Critical reflection on the outcomes of assessment tasks, both formative and summative, can inform lecturers and students, not only about the quality of student learning but also about the effectiveness of teaching.

### 5.2 Guidelines concerning assessments in each unit:

5.2.1 Normally, each unit has three (3) different forms of assessments.

- 5.2.2 Every unit will have an early low-weighted formative assessment task which occurs within the first four (4) weeks of the study period to identify the need for additional support for individual students (Refer to the AHE Student Academic Progression Policy and Procedure).
- 5.2.3 Normally, at least 40% of student assessments are supervised. Supervision may include progressive feedback on individual assessment items.
- 5.2.4 A unit may have a final examination of up to 40% weighting. A final examination is to be conducted under supervised conditions unless the use of such an assessment is inconsistent with the learning outcome of the unit of study, e.g., project-based capstone unit.
- 5.2.5 Any exceptions to the above may be made by the Academic Board (AB) or its delegates.
- 5.2.6 All assessments in each unit are to be linked and aligned with the relevant course and its objectives. The number and volume of assessments (including each component) to be completed by students in each unit, and collectively in a semester, will continue to be monitored by the relevant Course Coordinator to ensure that each unit is not over-assessed.
- 5.3 Marks for assessments
- 5.3.1 No single component within an assessment task may be worth more than 40% of the total mark for the unit of study.
- 5.3.2 Group assessment are normally 30% of the total mark for the unit of study.
- 5.3.3 Group assessments may receive a weight above 30% when projects are complex and closely supervised by the lecturer.
- In these cases, the assessment structure is progressive: that is, students have an opportunity to submit either components or working drafts and receive developmental feedback as they progress through the assessment.
- 5.3.4 All group assessment marks include a 10% weighted mark allocated to an individual student's **Student Report of Group Work**. Refer to **Appendix 1**.
- 5.3.5 Any exceptions to the above may be made by the Academic Board (AB) or its delegates.
- 5.4 Forms of assessments can include:
- 5.4.1 Written exams
- 5.4.2 Written assignments
- 5.4.3 Presentations
- 5.4.4 Practical / applied assignments

**Refer to Appendix 2: Forms of Assessments**

## 5.5 Notification of assessment

- 5.5.1 Every unit of study includes the specification of the prescribed assessment tasks in a way that relates them directly to the Unit Learning Outcomes (ULO), the Course Learning Outcomes (CLO), the course structure, the teaching methods to be used, and the learning strategies to be developed. Lecturers are to ensure that students are fully informed in writing of these and the assessment requirements, by the end of the first week of the study period. This is achieved through distribution of the Unit Outline.
- 5.5.2 AHE Unit Outline is to be distributed to each student in the first week of the study period. Each Guide is to include:
  - 5.5.2.1 The unit description
  - 5.5.2.2 The unit's CLOs and ULOs
  - 5.5.2.3 Details about the unit's assessment plan, including specific details of the assessment requirements, weightings allocated to each assessable component and related submission dates; penalties; all explained in a way that is appropriate to the academic level of the unit and students.

## 5.6 Assessment design, timing, and weight of assessments

- 5.6.1 Students are expected to achieve the ULOs of a unit of study progressively and consistently throughout studying the unit. They are to be set learning tasks during the study period that allow their progress to be evaluated against each ULO. Such tasks contribute to the total assessment in a unit of study.
- 5.6.2 Assessment tasks are designed carefully to:
  - 5.6.2.1 Reflect and progressively demonstrate achievement of the ULOs,
  - 5.6.2.2 Keep in proportion the amount of time required to complete the assessment task given the weight of the assessment task within the overall assessment strategy,
  - 5.6.2.3 Avoid the imposition of a heavy imbalance of assessment load toward the second half of the study period, and
  - 5.6.2.4 Reflect both the level of the unit (e.g., 100, 200, 300 for UG units) and the credit points assigned.
- 5.6.3 One assessment task is to be submitted by the end of Week four (4) of the study period for an early indication of the student's academic progress and to provide academic student support as relevant.

- 5.6.4 Due dates for assessment tasks are well separated in time to give students periods of time for reflective learning that are free from the pressure engendered by an approaching deadline. The Course Coordinator (CC) or nominated delegate is responsible for mapping all the assessment due dates for every unit offered in each study period.
- 5.6.5 Students are expected to practise generic skill development continuously. To evaluate students' ability to perform such on-going tasks, consideration is given to strategies for self-assessment of their skills. In this way, students can obtain evidence concerning their level of understanding of the work, while avoiding the stress of frequent formal appraisal by an assessor.
- 5.6.6 Group assessments are to have:
  - 5.6.6.1 A maximum of four (4) students. As far as possible, the lecturer is to ensure the group is diversified to reflect the unit's mix of students' characteristics and skills,
  - 5.6.6.2 Clear assessment criteria for the assessment and groupwork, including marking rubrics, roles and responsibility of group members, rules for group meetings, defined group processes and procedures,
  - 5.6.6.3 A self and peer evaluation system or tool where students confidentially rate their own and their team members' contribution to the project (e.g., SparkPLUS). This is to be utilised by the lecturer to award group marks to ensure that students work as a team, reduce group conflict and all students in the group contribute toward completing the project,
  - 5.6.6.4 A standard % of the group work assessment mark to be allocated to individual student participants based on each Student's Report of Group Work,
  - 5.6.6.5 Lecturers are required to be available for student consultation in accordance with the Student Academic and Non-Academic Support Policy and Procedure; and
  - 5.6.6.6 Individual feedback from the lecturer on every student's performance in the group assessment, as relevant.
- 5.6.7 Lecturers are to mark and provide feedback to students on all assessments completed before the Final Examination Week within two (2) weeks of the submission of the assessment item. Apart from examination scripts, all assessed work should be returned to the student.
- 5.6.8 The student may seek clarification on their assessment results within fourteen (14) days of release of the result.

## 5.7 Unit Student Study Guide

5.7.1 Each Unit Outline is to advise students, at the beginning of a unit of study, how all assessment results are to be combined to produce an overall mark for the unit. The Unit Outline informs students about:

5.7.1.1 The weight of each task in contributing to the overall mark,

5.7.1.2 The formulae or rules used to determine the overall mark,

5.7.1.3 Minimum standards that are applied to specific assessment tasks, and the consequences if such standards are not met,

5.7.1.4 Rules regarding penalties applied to late submissions, and

5.7.1.5 Precise details of what is expected in terms of presentation of work for assessment.

5.7.2 The Unit Outline is to make clear to students that the aggregated mark for the unit of study may be moderated. Moderation may result, in some cases, in a variation of the final grade awarded to the student for the unit of study which is inconsistent with the individual marks awarded to the student for individual assessment items.

5.7.3 The AHE Unit Outline is to emphasise:

5.7.3.1 The appropriate referencing conventions and requirements,

5.7.3.2 The degree of cooperation permitted between students, and

5.7.3.3 What constitutes academic dishonesty and its consequences as outlined in the **Student Academic Misconduct Policy and Procedure**.

## 5.8 Submission of Assessment Items

5.8.1 Students are required to submit assessment items at the time and date specified in the Unit Outline.

5.8.2 Assessment items submitted after the due date will be subject to a penalty unless the student has been given prior approval in writing for an extension of time to submit that item.

5.8.3 Assessments are to be submitted in the form specified in the Unit Outline.

5.8.4 Where assessment items are submitted electronically, the date and time the email was received will be considered the date and time of submission.

5.8.5 Physical submissions are to be time and date stamped as a record of receipt.

## 5.9 Penalties for late submission

5.9.1 An assessment item submitted after the assessment due date, without an approved extension or without approved mitigating circumstance, will be penalised.

- The standard penalty is the reduction of the mark allocated to the assessment item by 10% of the total mark applicable for the assessment item, for each day or part day that the item is late (a 'day' for this purpose is defined as any day on which campus administration is open).
- Assessment items submitted more than ten (10) days after the assessment due date are awarded zero marks.

5.9.2 Extensions to assignment deadlines based on mitigating circumstances shall be at the discretion of the CC and must be granted in writing.

5.9.3 Mitigating circumstances are circumstances outside of the student's control that have had an adverse effect on the student's work or ability to work.

#### 5.10 Special consideration

5.10.1 Students whose ability to submit or attend an assessment item is affected by sickness, misadventure, or other circumstances beyond their control, may be eligible for special consideration. No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment, or when it is considered not to be serious.

5.10.2 Students must apply in writing to the CC for special consideration within three (3) days of the due date of the assessment item or exam using the Request for Special Consideration Form – Appendix 3. The student must submit all relevant evidence required to support their Request.

5.10.3 When considering the application for special consideration, the CC considers the seriousness of the events and the impact on the student's academic performance.

#### 5.11 Assessment feedback to students

5.11.1 Provide feedback on assessments that assist students to achieve the learning outcomes, AHE will ensure that students are provided feedback from the markers within two (2) weeks of the submission due date for the assessment, except for the final exam. This is to enable students to understand the reason for their results.

5.11.2 In the case of final exams, students will be offered a "script review" period during which students can obtain individual feedback on the exam.

#### 5.12 Reasonable adjustment

5.12.1 Students with special needs may request reasonable adjustment to assessment conditions to accommodate their needs.

- 5.12.2 Adjustments to assessment must consider the special characteristics of the student. Any adjustments made must be 'reasonable' so that they do not impose an unjustifiable hardship upon AHE. In accordance with the Diversity, Non-Discrimination, and Equity Framework, AHE ensures that people are treated fairly and have equal access to services.
- 5.12.3 A request for reasonable adjustment is to be made by the student in writing to the relevant Lecturer for the unit of study at least two (2) weeks before the assessment is due, or at the beginning of the semester if the circumstance is known at that time.
- 5.12.4 Making a reasonable adjustment will involve varying the procedures for conducting an assessment, for example:
- Allowing additional time for the completion of an assessment,
  - Extending deadlines for an assessment,
  - Varying question and response modalities for an assessment,
  - Providing or allowing additional resources in examinations.
- 5.12.5 If a student with special needs does not feel that their needs have been sufficiently accommodated, they may refer to the Student Grievance, Complaint and Appeal Procedure to communicate their grievance, and if unsuccessfully resolved, commence a formal complaint process.
- 5.13 Requirements for successful completion of a unit of study
- 5.13.1 Students are required to achieve at least 50% of the total marks for the unit of study to pass the unit. Students must also achieve a mark of at least 40% in their supervised assessment(s).
- 5.14 Supplementary Assessments
- 5.14.1 Where a student has completed all assessment tasks and marginally fails a unit of study (i.e., has achieved a score of 46-49%, or achieved at least 46% overall but didn't achieve 40% in the supervised assessments) the Results Review Committee (RRC) may approve a supplementary assessment upon a recommendation from the CC.
- 5.14.2 If the student completes the supplementary assessment to an appropriate standard the grade awarded is limited to Pass (P), with the grade applied being Pass Supplementary (PS).
- 5.14.3 If the student does not take up the opportunity to complete additional assessment work or does not complete the supplementary assessment at an appropriate level, the grade remains as a Failed Supplementary (FS) applies.



## 6. Grades

- 6.1 During each unit of study, students will be provided with an evaluation of their individual performance with reference to the criteria for each assessment task.
- 6.2 Student performance in individual units of study (i.e., the weighted total of the assessments) shall be graded in accordance with the following guidelines:

Grade	Nomenclature	Result	Definition
<b>HD</b>	<b>High Distinction</b> (Outstanding performance)	85% and above	Comprehensive understanding of the unit content; development of relevant skills to an outstanding level; demonstration of an extremely high level of interpretive and analytical ability and intellectual initiative; and excellent achievement of all major and minor unit learning outcomes.
<b>D</b>	<b>Distinction</b> (Very high level of performance)	75-84%	Very high level of understanding of the unit content; development of relevant skills to a very high level; demonstration of a very high level of interpretive and analytical ability and intellectual initiative; and comprehensive achievement of all major and minor unit learning outcomes.
<b>C</b>	<b>Credit</b> (High level of performance)	65-74%	High level of understanding of the unit content; development of relevant skills to a high level; demonstration of a high level of interpretive and analytical ability and achievement of all major unit learning outcomes; some minor unit learning outcomes not fully achieved.
<b>P</b>	<b>Pass</b> (Competent level of performance)	50-64%	Adequate understanding of most of the basic unit content; development of relevant skills to a satisfactory level; adequate interpretive and analytical ability and achievement of all major unit learning outcomes of the unit; some minor unit learning outcomes not achieved.
<b>PS</b>	<b>Pass Supplementary</b>	50%	Student passed a supplementary assessments or exam.
<b>NGP</b>	<b>Non-graded Pass</b>	N/A	Successful completion of a unit assessed on a pass/fail basis, indicating satisfactory understanding of unit content; satisfactory development of relevant skills; satisfactory interpretive and analytical ability and achievement in all major unit learning outcomes of the unit. This may be used for recognising prior learning.
<b>FO</b>	<b>Fail (Outright)</b>	<50%	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor unit learning outcomes of the unit.
<b>FN</b>	<b>Fail (Non-submission)</b> (Did not attempt any assessment)	N/A	Inadequate understanding of the basic unit content; failure to develop relevant skills; insufficient evidence of interpretive and analytical ability; and failure to achieve some or all major and minor unit learning outcomes of the unit.

Grade	Nomenclature	Result	Definition
<b>FI</b>	<b>Fail Invigilated/supervised</b>	N/A	The student failed invigilated / supervised assessment(s). An FI grade is awarded where the overall is 50% or more and less than 40% in the supervised assessments.
<b>FS</b>	<b>Fail Supplementary</b> (student failed in a supplementary)	N/A	The student failed in a supplementary assessments or exam or didn't submit a supplementary assessment or sit the supplementary exam.
<b>RP</b>	<b>Result Pending</b> (interim grade used when a final grade has been delayed)	N/A	This is used when the grade can't be resolved into a final grade and SA/SX does apply. This may occur when the Results Review Committee meets to finalise the grades, but all marks are not finalised at the time of the meeting. This is an interim grade only and needs to be finalised ASAP.
<b>RPL</b>	<b>Recognised Prior Learning</b>	N/A	The student has been awarded credit for a specific unit through credit transfer, articulation, or other recognition of prior learning.
<b>CRPL</b>	<b>Conditional RPL</b> (Conditional Recognised Prior Learning)	N/A	The student is to be awarded credit for a specific unit through credit transfer, articulation, or other recognition of prior learning, if they satisfied specific conditions. This normally applies when officially certified documentation is required to finalise the credit. It is also used when a student has been approved to study a unit by cross-institutional studies at another institution.
<b>SRPL</b>	<b>Substitution RPL</b> (Credit with Subject Substitution)	N/A	The student has been awarded credit for a specific unit through credit transfer, articulation, or other recognition of prior learning and has opted to take an alternate substituted unit rather than reduce the number of units a students will complete within their qualification.
<b>SA</b>	<b>Supplementary Assessment</b> (student awarded a supplementary assessment other than an exam)	N/A	A non-final interim grade assigned to students who have been awarded a supplementary assessment other than an exam.
<b>SX</b>	<b>Supplementary Exam</b> (student awarded a supplementary exam)	N/A	A non-final interim grade assigned to students who have been awarded a supplementary assessment other than an exam.

Grade	Nomenclature	Result	Definition
WF	<b>Withdraw with Failure</b>	0	Withdrew from the unit after the census date.
WO	<b>Withdraw Without Failure</b>	0	Withdrew from the unit before census date or after the census date with special circumstances.

## 7. Publication of results

- 7.1 All results must be reviewed and properly approved by the Learning and Teaching Committee (LATC) before publication. The LATC will nominate three (3) of its members (but not any student representative) to sit at the end of each study period as the Results Review Committee (RRC) to approve results prior to publication.
- 7.2 Once results have been approved the Registrar will ensure that the approved mark and grade is recorded in the student database against the relevant unit of study and students notified of their results by electronic communication methods.

## 8. Appeal of an assessment decision

- 8.1 A student may appeal an assessment decision. A request for a review may relate to the decision regarding an individual assessment item or a final grade for a unit of study. The grounds upon which the student may request a review of an assessment decision are:
- 8.1.1 That the student believes that an error has occurred in the calculation of the grade; and /or
- 8.1.2 A demonstration that the assessment decision is inconsistent with the published assessment requirements or assessment criteria.
- 8.2 Students should note that each review against an assessment decision is determined on its own merits without reference to other applications.
- 8.3 Steps on appealing an assessment outcome:
- Step 1:** Students are to approach the lecturer, where appropriate, to discuss their concerns about the assessment decision.
- Step 2:** Where the issue regarding the assessment decision is unable to be resolved at this level, a request for a review may be made in writing to the CC within five (5) working days of formal notification of the assessment result.
- The CC will normally respond to the request for a review of an assessment decision in writing within ten (10) working days and may confirm or vary the original decision.

- All decisions relating to reviews of assessment decisions are sent to the Registrar who compiles an annual report for review by the LATC.

**Step 3:** If a student remains dissatisfied with the outcome of the review of an assessment decision, they may utilise the **Student Grievance, Complaint and Appeal Procedure**.

## 9. Relevant Legislation, Benchmarking Documents and Relevant Websites:

### Legislation

- [Education Services for Overseas Students Act 2000](#)
- [Higher Education Standards Framework \(Threshold Standards\) 2021](#) – Standard 1, 2, 3 & 7 (specifically 1.1.3, 1.3.3, 1.4.3, 1.4.6, 2.2.2, 3.1.1e, 7.2.2d)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#)
- [National Code of Practice for Providers of Education and Training to Overseas Students 2018 – Fact Sheet Standard 1: Marketing information and Practices](#)
- [TEQSA Guidance Note: Academic Quality Assurance](#)

### Benchmarking Documents

- [AQF Qualifications Pathways Policy](#) – accessed September 2023
- AUTC: Australian Universities Teaching Committee, Centre for Study in Higher Education, [“Assessing Learning in Australian Universities: Ideas, strategies and resources for quality in student assessment”](#) – accessed September 2023
- [Carnegie Mellon University USA: Eberly Center Teaching Excellence & Educational Innovation](#) – accessed September 2023
- [SPARKPLUS: Flexible Self and Peer Assessment and Feedback](#) – accessed September 2023
- [Sydney University Student Feedback](#) – accessed September 2023
- Sydney University, Western Sydney University, University of NSW, UTS all do not award Pass Conceded
- [UNSW: Dealing with Group Work Issues](#) – accessed September 2023
- [UNSW Guide to Groupwork](#) – accessed September 2023
- [UTS Special Needs Student Services: Student Handbook](#) – accessed September 2023
- [Western Sydney University Special Consideration](#) – accessed September 2023

### Relevant Websites

- [Commonwealth Register of Institutions and Courses for Overseas Students \(CRICOS\)](#)
- [Department of Home Affairs](#)
- [TEQSA National Register](#)

## 10. Related Documents

- Academic Misconduct Policy and Procedure
- Diversity, Non-Discrimination, and Equity Framework
- English Language Requirements for Admission
- International Students Fees Payment Policy and Procedure
- International Students Fees Refund Policy and Procedure
- Letter of Offer and Student Written Agreement
- Pre-Assessment Form
- Post-Assessment Form
- Staff Employment, Review and Professional Development Procedure
- Student Academic and Non-Academic Support Policy and Procedure
- Student Academic Progression Policy and Procedure
- Student Admission Policy and Procedure
- Student Assessment Moderation Policy and Procedure
- Student Code of Conduct
- Student Credit for Recognition of Prior Learning Procedure
- Student Grievance, Complaint and Appeal Procedure
- Student Handbook

## 11. Definitions

Refer to:

- Table of Acronyms and Definitions

## Version Control

<b>Document Name</b>	Student Assessment Policy and Procedure			
<b>Document Code</b>	HE-AP03			
<b>Department</b>	Academic Management			
<b>Approved By</b>	Academic Board	<b>Date Approved</b>	March 2018, November 2023, May 2024	
<b>Revision History</b>				
Version	Date of Changes	Change Summary	Author	Review Due
V1.0, 1.1	26 March 2018	New Document Clarified the appeal process; clarified special needs and benchmarked content; amended assessment procedures and forms based on AB feedback.	CEO / Executive Dean	March 2021
V1.2	30 April 2018	Pass Conceded is no longer used by a number of universities; group assessment to contain a portion of individual mark; the Course Coordinator will collate when all assessments are due; students may seek clarification concerning their assessment feedback; a grid of Forms of Assessment is in Appendix 1; a Special Consideration Template is in Appendix 2; assessments are to be marked within 2 weeks of submission; students may get to re-sit their final assessment will be awarded a maximum of a Pass' delete CPL. Edited by Prof E Deane. Approved: Academic Board	CEO / Executive Dean	April 2021
V1.3	25 June 2018	Requested by CARC meeting 18 June 2018: early assessment by Week 4; group assessments are to have a maximum of 4 students with individual feedback. The AB separated types of assessments from how assessments are marked; presentations are amenable to individual feedback. Edited by Dr J de Meyrick. Approved: Academic Board	CEO / Executive Dean	June 2021
V1.4	30 July 2018	Requested by CARC meeting 23 July 2018: continuing assessments are to be marked and returned to students within 14 days.	CEO / Executive Dean	July 2021
V1.5, 1.6	5 Oct 2018	Amended to reflect CEO/ Exec Dean; ULOs replace objectives; typos; expressions changed to be consistent with other AHE documents. Externally reviewed by Prof J Edwards 30 Oct 2018 Reformatted document and checked for consistency with other documents.	CEO / Executive Dean	October 2021
2.0	8 Jan 2019	Reformatted special Consideration Form.	CEO / Executive Dean	January 2022

Version	Date of Changes	Change Summary	Author	Review Due
2.1	20 Sep 2019	Any exceptions for marks or assessments can be made by the Academic Board or delegate. Approved: Academic Board	CEO / Executive Dean	September 2022
V3.0	27 July 2020 and 3 Aug 2020	CARC considered that 30% groupwork as appropriate to be adhered to; CARC considered how groupwork is to be assessed based on CEO/Exec Dean research on alternative ways of awarding marks; CARC added peer marking considerations. CARC also added 40% weight for supervised. And additional clarification if groupwork is more than 30%. Approved by: Course Advisory and Review Committee	CEO / Executive Dean	July/Aug 2023
V3.1	12 August 2020	Based on feedback from Prof Lawley, statements about feedback and final exams have been adjusted. Feedback will only be given for summative assessments as relevant	CEO / Executive Dean	August 2023
V3.2		Clarified further groupwork 10% individual component. Appendix 1 added.	CEO / Executive Dean	
V3.3	18 Sep 2020	Added SparkPLUS for peer assessment; and that assessments are to be monitored to ensure no over-assessment. References added from UNSW for Groupwork; staff to be available according to the AHE Student Academic and Non-Academic Support Policy and Procedure. Approved: Academic Board	CEO / Executive Dean	September 2023
V4.0	14 Sep 2021	Updated document for CRICOS and PRV Codes; updated ESOS related legislation.	CEO / Executive Dean	September 2024
V5.0	20 Jan 2022	PRV and CRICOS Code inserted.	CEO / Executive Dean	January 2025
V6.0	16 Feb 2023	Changes to how individual contribution to group marks are specified. Update on requirement to achieve 40% in 'supervised' assessments rather than 'final assessment'. Tied sub-section numbering. Approved: Dean and Chair AB	CEO / Executive Dean	February 2026
V6.1	May 2023	A few minor wording clarifications after review by an external expert. The term 'Unit Student Study Guide' changed to 'Unit Outline'. Approved: Academic Board	CEO and Dean	May 2026
V6.2	October 2023	As there are no independent members in the LATC this policy was updated to remove the requirement to have the independent member of the LATC be part of RRC. Approved: Dean and Chair of AB	Dean and Chair of AB	October 2026

Version	Date of Changes	Change Summary	Author	Review Due
V6.3	October 2023	Updated formatting, embedded links, updated version control table. Approved: Academic Board November 2023 Reviewed and noted at BoD meeting – 04.12.2023	Senior Compliance and Risk Manager	October 2026
V6.4	March 2024	Added grade for Credit with Subject Substitution and Conditional RPL. Approved by AB:16.05.2024	Dean	March 2027
V6.5	July 2024	Updated Appendix 2 with additional assessment types.	Senior Compliance and Risk Manager   Dean	July 2027
V6.6	September 2024	Added additional forms to 'related documents'	Senior Compliance and Risk Manager	July 2027
V6.7	October 2024	Updated Grade table for 'FI' and 'FO'.	Dean   Registrar   Senior Compliance and Risk Manager	July 2027
<b>Organisation</b>		Apex Australia Higher Education		
<b>Document Controller</b>		Senior Compliance and Risk Manager		



## APPENDICES

### Appendix 1

#### Student Report on Group Work

At the completion of any Group Assessment, the student is to provide evidence of the below.

Each Report is to be up to 500 words.

This Report will comprise up to 10% of the mark of the Group Assessment depending on the overall % allocation to the Assessment item.

Aspect	Evidence
Unit Learning Outcome	What the student learnt when completing this assessment
Content and Product Outcome	What content the student contributed to the assessment
Teamwork Process	How the student collaboratively contributed to the group process
Organising Skills	What the student organised to contribute to complete this assessment
Problem Solving	How the student resolved any issues faced by the group
Equity	Equitable contribution to the assessment
Self-Reflection	What the students feels can be improved

## Appendix 2: Forms of Assessments

Assessment	Method	Implementation	Completed by Individual or Group
Quizzes / Exams	Multiple Choice Answers	Supervised or Unsupervised	Individual
	Formal Exam	Supervised	Individual
Written Assessments	Analysis Reports	Supervised or Unsupervised	Individual or Group
	Case Study Analysis	Supervised or Unsupervised	Individual or Group
	CV Writing	Supervised or Unsupervised	Individual or Group
	Diaries or reflective journals	Supervised or Unsupervised	Individual or Group
	Project Reports	Supervised or Unsupervised	Individual or Group
	Short Applied Exercises	Supervised or Unsupervised	Individual or Group
	Short Answer Questions	Supervised or Unsupervised	Individual
	Reflective Analysis	Supervised or Unsupervised	Individual or Group
	Reports (Various)	Supervised or Unsupervised	Individual or Group
Verbal Assessments	Brainstorm Contributions / Discussions	Supervised	Individual or Group
	Oral Assessments	Supervised	Individual
	Presentations	Supervised	Individual or Group
	Video Recording	Partially Supervised	Individual or Group
Seminars / Presentations	Analysis of a Case Study	Supervised or Unsupervised	Individual or Group
	Critique on an issue or industry	Supervised or Unsupervised	Individual or Group
	Pitching a proposal for an outcome	Supervised or Unsupervised	Individual or Group
	Proposed solution for an issue or case	Supervised or Unsupervised	Individual or Group
	Role Play Activities	Supervised	Individual or Group
Hands-on Assessments	Lab and Practicals	Supervised	Individual or Group

**Appendix 3:  
Request for Special Consideration Form**

**Request for Special Consideration Form**

Students whose ability to submit or attend an assessment item is affected by sickness, misadventure, or other circumstances beyond their control, may be eligible for special consideration.

No consideration is given when the condition or event is unrelated to the student's performance in a component of the assessment, or when it is considered not to be serious.

Please submit this completed Form and attached relevant evidence to the Course Coordinator within three days of the due date of the assessment item or exam.

**1. Student's Personal Details:**

<b>Last Name:</b>		<b>First Name:</b>	
<b>Student ID:</b>		<b>Mobile number:</b>	
<b>Course Name:</b>			
<b>Email:</b>			

**2. Assessment Details:**

<b>Unit Code and Name:</b>	
<b>Assessment:</b>	
<b>Due Date:</b>	

**3. Evidence Attached:**

Please list the evidence attached to support your Request. All evidence must be copied by an AHE staff or Course Coordinator who will sign off they have sighted the original.

AHE reserves the right to verify the document by calling the writer or issuer of the document.

Evidence accepted:

- Illness: Doctor's certificate issued during (**not after**) the period of illness
- Misadventure/ crisis: Police report or counsellor report
- Unavoidable commitments: Government letter or formal documentation for the activity
- Please list any other documentation attached.


**4. Student Declaration**

I declare that the above information is true, complete, and accurate. I agree to AHE using my personal information and keeping a safe and confidential record of this application and relevant documentation for the purpose of assessing this Request.

<b>Signed</b>		<b>AHE Officer Signed</b>	
<b>Date</b>		<b>Date</b>	

### 5. Decision on the Request

**Note:**

When reviewing requests for special consideration, special consideration will be given to the progression and completion of Aboriginal and Torres Strait Islander peoples.

Approved	Sign next to selected item)
Additional Assessment (and marks pro-rated)	
Supplementary Exam	
Extension of deadline	
Allowed to discontinue unit without failure (note: final exam has not taken place)	
Not Approved	
Reason:	

Position of Staff member: \_\_\_\_\_

Name of Staff member: \_\_\_\_\_

Date: \_\_\_\_\_

Date outcome communicated to student: \_\_\_\_\_