

Assessment Procedure for Staff

1.0 Purpose

2.0 Scope

3.0 Procedure

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This procedure outlines the requirements of assessment practices for staff at Griffith University. It should be read in conjunction with the Assessment Policy and the Assessment Procedure for Students and related policy frameworks (refer to Figure 1).

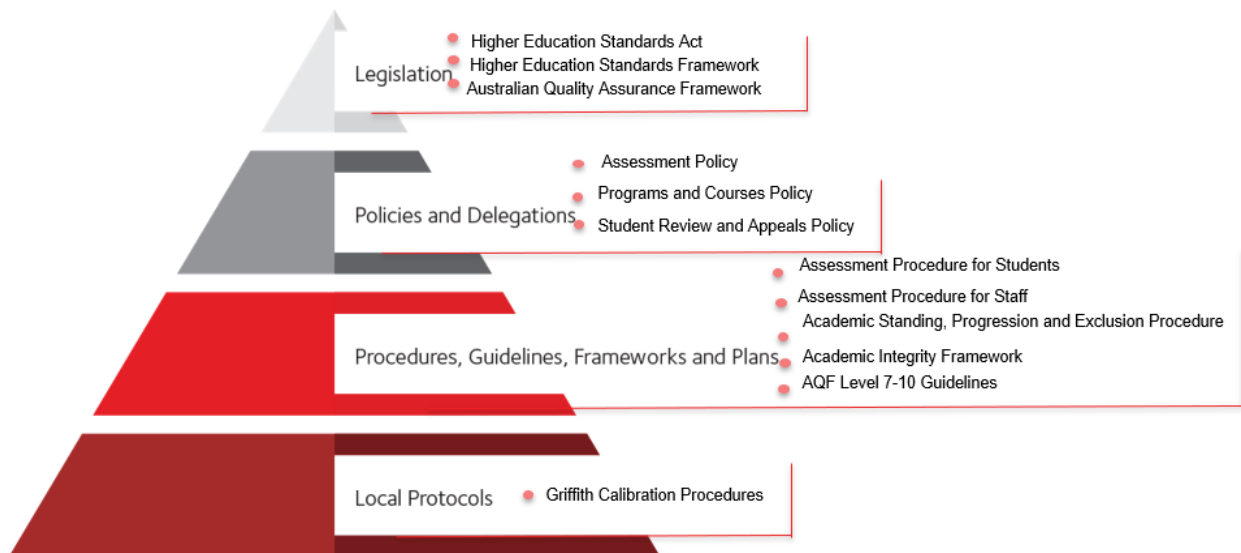


Figure 1: Assessment Taxonomy

2.0 Scope

This procedure applies to staff involved in coursework assessment for all programs and coursework (including the coursework component of the higher degree research programs).

3.0 Procedure

3.1 The role of the student

Partnership with students is central to Griffith's [Creating a future for all – Strategic Plan 2020-2025](#). Students should be active contributors to assessment and feedback processes wherever possible and appropriate. Engaging students actively in assessment can significantly enhance ownership of the assessment process, which leads to greater student support, retention and attainment (refer to Appendix 1).

Assessment plays a central role in student learning whatever the type or mode, and the relationship between the purpose of the assessment tasks and the intended learning outcomes of the course should be clear. Any student role in design, delivery, marking and moderation, and evaluation of assessment practices should be explicit to the student from the outset, along with specific disciplinary or professional requirements. Students should be inducted in the disciplinary community, into the norms, procedures and language of the discipline, and in how to make connections with relevant disciplinary and professional bodies, how to work with others, along with the explanation of professional requirements, should be provided. Students should be taught the skills needed to judge the quality of their work and that of others.

3.2 Assessment Plan

The Assessment Plan provided in the Course Profile will include a summary of both formative and summative assessment tasks in a course. An appropriate range of assessment types (refer to Appendix 2) is to be used in an Assessment Plan to assess the range of course and program learning outcomes. Several assessment types may be integrated into a single assessment task, or each assessment task may be representative of a single assessment type. The Assessment Plan should provide an overview of how all the core assessment items of a course fit together, and a clear rationale needs to be provided about how the nature of assessment is designed to support students in meeting the required learning outcomes.

The Assessment Plan is to include the assessment type, number, weighting, the due date, and marking criteria for each item of assessment. In designing the Assessment Plan, care must be taken to ensure assessment is inclusive and that:

- every student should have an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged
- each course of study is designed to enable achievement of expected learning outcomes regardless of a student's place of study or the mode of delivery
- information on assessment should be available to all students in good time so that they can make informed decisions about study choices; this is especially important for students with special needs
- resources should be available to students before commencement of study so that students can manage their workloads.

3.2.1 Assessment Plan Requirements

The Assessment Plan outlines the assessment requirements and provides a summary of formative and summative assessment tasks. The Course Convenor, when developing the Assessment Plan, should capture:

- learning outcomes and the nature and type of the assessment tasks
- specifics of the assessment tasks (e.g., word lengths or duration for the exam)
- assessment criteria against which individual assessment tasks are assessed
- how the assessment of an individual assessment task is combined to give an overall grade
- assessment submission dates and method of submission
- what is allowable regarding supplementary assessment and opportunities for academic recovery (refer to section 3.12 in the Assessment Procedure for Students)
- the maximum extension period for each non-exam assessment task (refer to section 3.8.1 in the Assessment Procedure for Students)
- information on reasonable adjustments for students with disabilities (refer to section 3.13 in the Assessment Procedure for Students)
- the timeframe and methods by which feedback on each assessment item will be provided to students

The overall volume and distribution of assessment tasks need to be carefully considered to ensure students are not overloaded at specific points in time. As a general guide, one credit point is equivalent to approximately 15 hours of learning (i.e. 150 hours for 10CP), which includes all forms of teaching contact (face to face and online), assessment tasks, and private study. Where possible, Course Convenors are to prevent end-loading of assessment

as much as possible and should give students early assessment opportunities to support their understanding of assessment requirements. Course learning outcomes should be mapped to program learning outcomes to enable the progressive development of student understanding throughout the program and to prevent any unnecessary duplication of assessment. The relative weighting of individual assessment items should be clearly explained to students to signpost the importance of specific assessments. The weighting of an individual piece of assessment within a course should ideally be no greater than 60% of the total marks, except where the course is a research course, such as an honours thesis, or where required as part of professional accreditation body requirements.

3.2.2 Approval of the Assessment Plan

The relevant Dean (Learning and Teaching) will initially approve the high-level assessment strategy for new courses as part of new program proposals. In approving the assessment strategy for the course, the Dean (Learning and Teaching) is to consider the relationship between the assessment methods, assessment tasks, and the learning outcomes expected for the course and the program, where relevant.

3.2.3 Change to the Assessment Plan

For changes to assessment for an existing course, the relevant Deputy Head of School (Learning and Teaching) will use their discretion to determine if the change is minor and they can approve it, or whether it is a major change that requires Dean (Learning and Teaching) approval. Where externally imposed program accreditation requirements apply, the Program Director must also be consulted. The Deputy Head of School (Learning and Teaching) (for minor changes) and the Dean (Learning and Teaching) (and where appropriate, due to accreditation requirements, the Program Director) (for major changes) shall determine whether the proposed revised Assessment Plan is consistent with the original approved Assessment Plan in its relationship to learning outcomes and its overall demands on the students.

3.2.4 Change of the Assessment Plan during a Trimester/Teaching period

In exceptional cases, and with approval of the Program Director, the Dean (Learning and Teaching), on the advice of the Course Convenor, may approve a variation of detail in the Assessment Plan of a course (e.g. where there are externally imposed program accreditation requirements or other specific and unique reasons). Any such variation must maintain the relationship between the assessment methods and the learning outcomes expected for the course. Notification of the change to the Assessment Plan must be provided to students in writing or electronic form. In approving the change, the Dean (Learning and Teaching) must be satisfied that students are not disadvantaged by the change or the timing of the change.

3.3 Assessment involves:

3.3.1 Assessment types

There are five broad categories of assessment types at Griffith (refer to Appendix 2). The Assessment Plan specifies the assessment type that will be used for assessment in the course.

In specific courses, and where considered appropriate (e.g., undergraduate project courses or work-integrated learning courses), students may be offered a choice of assessment tasks from a specified range. The range of assessment tasks, and the technical requirements needed to complete all tasks, shall be specified in the Course Profile, and the assessment requirement must be discussed with the students. The assessment tasks for each student should be negotiated between the Course Convenor and the student as soon as possible. They should be documented in the form of a contract between the Course Convenor and the student as to the assessment tasks to be performed and the expected learning outcomes of the course.

3.3.2 Assessment tasks

All students enrolled in courses are required to complete assessment tasks. Assessment tasks for each course are set out in the Course Profile, which sets out the requirements, criteria and the expectation of the assessment tasks. Open Universities Australia (OUA) students are advised of such information through the Unit Outline. For this procedure, the term Course Profile and Unit Outline are equivalent.

A consistent or compatible approach to the provision of formative and summative feedback should be employed within a course to include appropriate scaffolding of learning and removal of scaffolding to support independence in learning appropriate to the stage of development. Assessment tasks are to be equivalent when the course is offered on more than one campus or in more than one learning mode (such as in person, in field and online). Equivalence does not require the tasks to be identical, and they may be adapted to suit the needs of campuses or modes of study. Still, they are required to be similar in complexity and nature and assess the intended learning outcomes of the course.

Mandatory pass components (MPCs) may require students to either (a) submit one or more assessment items to pass the course, irrespective of their total mark on the other assessment items, or (b) require that they achieve a minimum mark on one or more assessment items, irrespective of their total mark on other assessment items. Staff should consider how setting of MPCs will impact student progression, with multiple MPCs in any one course discouraged unless required to meet learning outcomes for accreditation. MPC requirements must be clearly outlined in the associated Course Profile. Students should be advised to consult with the Course Convenor if additional details are required.

3.3.3 Timing of assessment

For courses in which a final exam accounts for a major portion of the assessment, the teaching period must end at the end of week 12 with no major assessment items to be due after Week 11 of the trimester.

A School may conduct an end of trimester exam before the designated end of trimester exam period. This may only be undertaken where teaching activities cease at least five calendar days before the exam.

Programs, which assess predominantly by continuous assessment and no end of trimester exam is required, may extend the teaching period past week 12.

Exams and Timetabling are responsible for producing the end of trimester exam timetable within the following guidelines:

- exams can be scheduled between the hours of 8:00am and 9:00pm on weekdays and Saturday
- students are to undertake no more than two exams in one day
- where students are scheduled to sit two exams on the same day, there shall be no exam in the evening session of the prior day, and no exam in the first morning session of the following day for that student
- the total writing time for exams in one day should not exceed 6 hours
- there should be no more than five exams in three successive days
- exams are usually scheduled with 10 minutes reading time and 2 hours writing time, except where professional requirements necessitate, or a professional body has specified, a different duration as a requirement of the program accreditation or the registration of the student/graduate.

Changes to the exam timetable once released to students will only occur in exceptional circumstances and require Head of School approval. If a School requests a change due to exceptional circumstances, it is the School's responsibility to communicate with each student enrolled in the course to advise them of the change to the timetable.

3.4 Exams

3.4.1 Exam process: securing exam questions, answers and papers

All staff who handle exam questions, answers and papers are responsible for ensuring their security. The Course Convenor is responsible for the security of the master copy and working copies of all exam papers, questions and answers.

To prevent any breakdown in security when questions are reused in subsequent exam papers, variation is encouraged as much as is practicable.

In managing exam documentation, the Course Convenor is to abide by Griffith's [Information Technology Code of Practice](#), and adhere to the following:

- working copies of exam documentation are to be kept in a manner that does not identify the course to which the questions and answers relate
- files, including exam papers, questions and answers, should not be stored externally (e.g., in unapproved cloud-hosted systems, such as Dropbox)
- exam documentation is not to be accessed from a computer in a public space
- exam papers printed internally should be printed via Griffith's preferred printer
- exam papers are not to be emailed to approved offsite printers, instead, papers should be uploaded via secure file transfer or secure website, where the file will be encrypted by that service
- past exam papers are to be treated with the same level of security as current papers, especially if they have similar content.

For exams administered by Exams and Timetabling, one final exam paper and one deferred/supplementary exam paper, both in PDF format, are to be uploaded to the Exams Portal by the specified deadline for each teaching period.

The Course Convenor is responsible for the accuracy, completeness and quality checks related to these papers. In the unusual circumstance that an exam paper includes an error of a scale that compromises its evaluation of students' achievement of the course's learning outcomes, and the error is identified during the exam, the exam is to be rescheduled within the same exam period. The Course Convenor is required to make the judgement that the error requires the exam to be rescheduled.

If the security of an exam paper has been compromised before students sit the exam, the deferred/supplementary exam paper is to be administered, and a new paper is to be prepared by the Course Convenor for the deferred/supplementary exam period.

Exam papers that are compromised before, during, or after the exam period may not be used in any subsequent exam period.

As soon as an exam paper is lost, it is to be reported to the Course Convenor, who is to report the matter to the Dean (Learning and Teaching) and the Manager, Student Integrity. If the paper is found and returned by a party other than the examiner and a view is formed that answers or marks have been altered, the processes set out in the *Student Academic Misconduct Policy* are to be followed.

3.4.2 Managing student misconduct in exams

Possible breaches amounting to misconduct during an exam must be reported immediately following the conclusion of the exam (e.g., turning webcams off during online exams; using unpermitted materials; copying

others' work etc.). The proctor is required to make an incident report to the Senior Manager, Exams and Timetabling that includes evidence of alleged cheating or other misconduct including the removal of an exam paper from the exam venue (if an on-campus exam). The Senior Manager, Exams and Timetabling (or nominee) provides the incident report to the Manager, Student Integrity and a copy of the report to the relevant Course Convenor. If the exam is not centrally administered by Exams and Timetabling, the incident report is provided by the proctor to the relevant Course Convenor.

3.4.3 Course Convenor availability in exams

The Course Convenor or nominee must be available for student enquiries in the main exam room or online, 15 minutes before the commencement of the exam and during the first 15 minutes of the exam, except where the exam is conducted at a remote location. The Course Convenor or nominee must be available by telephone for the duration of the exam.

3.4.4 Proctored Exams

3.4.4.1 Role of Exams and Timetabling in Proctored exams

Proctored exams are administered by an individual (proctor) or a third-party online proctoring service that administers and monitors students.

Exams and Timetabling are responsible for arranging appropriate proctoring for (i) on-campus exams that fall within the designated end of trimester exam period, (ii) where prior approval has been granted, online final exams using third party providers (eg. ProctorU), and (iii) those required by students registered with Student Disability and Accessibility. For on-campus exams conducted at other times of the year (except for the School of Medicine and Dentistry), the School responsible for the course is responsible for exam proctoring arrangements. Schools are encouraged to use the Exams and Timetabling trained proctors or the online proctoring service to supervise such exams.

3.4.4.2 In-person proctored exams

Proctoring for on-campus exams may be carried out by staff, postgraduate students (not proctoring postgraduate courses) or a service provider.

The Senior Manager, Exams and Timetabling or the School is responsible for providing proctors with proper instruction concerning the conduct of the exam, with attention to their responsibility. They must be advised of the correct action to take if they observe behaviour on the part of a student which may be construed as cheating or misconduct.

3.4.4.3 Online proctored exams

Where a School deems it necessary, exams may be conducted online. Griffith may use third-party providers to provide online proctored exams. The exams are proctored through webcams for observation via live proctoring or recorded proctoring for later review. To maintain academic integrity, students are required to complete an online academic integrity declaration and supervision will occur through the screen, keyboard, webcam and audio and system activity.

3.4.4.4 Non-proctored exams

The Course Convenor will indicate the scheduling of non-proctored exams in the Course Profile and on Learning@Griffith. Students undertaking non-proctored exams (e.g., take-home, practical, laboratory or clinical exams, online tests and quizzes) are to follow the instructions provided by the Course Convenor.

3.5 Student support

Course Convenors need to outline the support available to students (what, how and when) and provide clear guidance on resources to support student learning. Supporting the student also involves providing meaningful feedback on formative and summative assessment items. The feedback on formative assessment should support students' understanding of how they are progressing in the course so that they can apply this learning to summative assessment tasks.

3.5.1 Support for student assessment literacy

Online resources (e.g., The Learning@Griffith site for a course) should be designed so that students can easily navigate the digital learning environment (e.g., use of a consistent site structure including a Welcome to Course, Learning Activities and Reading List, Assessment and Announcements and links; and a clear route map of how to navigate the online resources). Where learning resources are part of an electronic learning management system, all students should have timely access to the system and training should be available in the use of the system.

In addition to Course Convenors providing specific and detailed assessment criteria aligned with the goals of the assessment task and learning outcomes as outlined above, where practically possible, students should be provided with moderated exemplars of completed assessment across the marking range. Where practically possible and appropriate, Course Convenors should consider administering diagnostic assessments (informal or formal) to students in the first two weeks of a course offering to support students in understanding requirements and informing Course Convenors where extra support may be required.

As stated above, students should be taught the skills needed to judge the quality of their work and that of others (e.g., use of rubrics; exemplars of work of different standards etc.). Course Convenors should guide students on how to self-manage their learning (e.g., goal setting, planning work, learning how to learn, dealing with learning challenges, self-assessing their work, working with peers to give and receive feedback, linking and connecting their learning across courses/program).

Peer learning has a significant impact on student learning outcomes, primarily when used formatively as an integral part of the learning process. Peer mentoring and feedback in face-to-face or online mode, should be actively promoted where appropriate, and be relevant to the achievement of course learning outcomes.

3.5.2 Supporting students' feedback capacity

The Course Convenor should work with the teaching team to ensure clarity in what type(s) of feedback is being used (refer to Appendix 1).

The Course Convenor should establish clear baselines of feedback provision, so students can be assured of consistency in the quality of feedback, and plan to ensure that the potential impact of feedback on student learning is maximised (by looking at ensuring clarity in feedback, opportunities for students to test their understanding in a variety of contexts, and timing). Feedback should be made explicit while ensuring that it is:

- **consistent:** Course Convenors and students need to have a shared understanding of what quality feedback looks like
- **equitable:** All students should be provided with feedback on how to improve regardless of their starting points, and it should be attuned to their needs
- **focused:** Feedback should be focused on enabling students to see clearly how they can improve their work (what was good, what let you down, how to improve)
- **usable:** Feedback needs to be usable. It must be accessible and given in enough time to enable students to do something with it.

Subject to externally imposed program accreditation requirements, and where practically possible, students should have early opportunities to test their understanding (e.g., Using Classroom Assessment Techniques (CATs) such as in-class polling, end-of-class ‘muddiest point’, ‘one-minute essays’, progressive quizzes with feedback and adaptive release of materials, and three-minute vivas).

To support student progression, subject to externally imposed program accreditation requirements and where practically possible, courses (especially those standardly taken in the first year of a program) should include an early, low-stakes assessment task which is:

- formative or developmental (so that the learning process is the primary or equal focus)
- low stakes (weighted so that failure/underperformance is not significantly consequential (e.g., 5-15%))
- typical (representative of an assessment type that will be commonly encountered in the discipline)
- scheduled early in the trimester (so that recovery is readily achieved) (within the first 4 weeks)
- offering timely and useable feedback (so that affirmation and diagnosis are incorporated)
- linked to mechanisms or resources that facilitate further learning or address skill deficits (so that action can be taken/adjustments made).

Where practically possible and subject to externally imposed program accreditation requirements, students should be taught the skills in how to seek, use, and give feedback to others to develop students’ feedback literacy. Students should be explicitly informed of the types, sources, and frequency of feedback in the course. Where appropriate, digital technologies should be used to facilitate students’ collecting, giving and receiving peer feedback.

3.6 Preparing the student in assessment submission

At the beginning of the course, the Course Convenor should discuss with students the concept of academic integrity. This discussion should include why it is important for students to ensure that their academic work is honest and fair; and should outline Griffith’s strategy for promoting academic integrity. Students are required to complete an Academic Integrity Declaration for each assessment task.

3.7 Assessment submission

Refer to section 3.5 of the *Assessment Procedure for Students* for details of assessment submission. Course Convenors must specify how the assessment task is to be submitted on the Course Profile. Assessment submission (written and practical) can be in the form of:

- submitting via ‘Assignments’ in Learning@Griffith
- submitting via text matching tools (*Turnitin and SafeAssign*)
- submitting in person at the School
- practical demonstration of learning

3.8 Managing late submission

The role of the Course Convenor is to communicate with the students the due date and time of all assessment tasks and inform the students of the penalties for a late submission (refer also to section 3.5.2 of the *Assessment Procedure for Students*). An assessment item submitted after the due time on the due date set by the Course Convenor, without an approved extension, will be penalised. The standard penalty is the reduction of the mark allocated to the assessment item by 5 percent (%) of the total weighted mark for the assessment item, for each calendar day that the item is late. Assessment items submitted more than seven calendar days after the due date will be awarded zero marks. If a student submits an assessment item that cannot be opened or viewed, late submission penalties will apply.

3.9 Managing issues with inability to submit an assessment or attend exams

If a student is unable to meet the submission deadline for an assignment, a request for **extension** of time can be made. If the student is unable to sit the scheduled exam, they may apply for a **deferred** exam. If a student feels that their performance has been seriously impacted on the grounds of illness, accident, disability, bereavement or other compassionate circumstances, they can apply for **special consideration** in respect to that assessment item, depending on the period affected. (refer to sections 3.8.1-3.8.5 of the *Assessment Procedure for Students*).

3.10 Marking Assessment

Marking and the moderation process should be explicit to all staff and students. All staff involved in the assessment process in a course/program should receive ongoing training in marking and moderation. It is the responsibility of the Course Convenor to ensure that sessional staff involved in the marking process receive training in moderation in their course.

The Course Convenor and the teaching team are responsible for developing marking guides/rubrics specifying predetermined criteria, so the bases for marking are consistent and communicated to both students and examiners involved in making judgements about the quality of students' work.

Marking criteria are to be specified in the Course Profile and Learning@Griffith at the start of the teaching period (refer to section 3.9 of the *Assessment Procedure for Students*).

The Course Convenor must outline how they have assured academic integrity in the design of assessment in the Grade Management System using the self-checking questionnaire. The Course Convenor provides guidance to students on the requirement for them to complete the academic integrity declaration with each assessment task.

The Course Convenor and the teaching team are responsible for evaluating the quality of assessment processes to ensure that:

- the assessment process is objective (through the application of clearly articulated assessment criteria, weightings and standard descriptors that are understood by all students and staff involved in the assessment process) and repeatable over time
- academic standards for each mark/grade are rigorously set and maintained at the appropriate level (following the [Australian Qualifications Framework](#)).
- marks/grades at the same level are comparable in terms of qualification and standard descriptors, assessment criteria, Subject Benchmark Statements, national and international comparators
- assessment criteria are sufficiently robust to ensure reasonable parity between the judgements of different assessors
- the requirements for marking assessments and moderating marks are clearly articulated, consistently operated and regularly reviewed
- where borderline marks are identified, the consideration of grades to be awarded are consistent and fair
- the validity of an assessment is reviewed through annual and periodic review, supported by credible external referencing of outcomes as outlined in [Griffith's calibration procedures](#)

A mark is an indicator of the standard of the student's academic achievement in an individual assessment task. Marking criteria should be adhered to when marking. It is the Course Convenor's and the teaching team's responsibility to provide feedback to the student on individual assessment tasks. If the student has concerns with the feedback and mark received, it is the student's responsibility to discuss these concerns with the Course Convenor as soon as reasonably practicable upon receiving the feedback.

The examiner is responsible for recording the marks for all students enrolled in a course for each trimester in 'My Marks' on Learning@Griffith. Students are to have access to their marks only and not to the marks of other students, other than for group assignments. The student's name, ID and marks for individual assessment tasks should not be posted in public places.

Where a potential breach of academic integrity has been identified, the examiner may not mark the assessment item. In such cases, no mark is to be recorded until a decision has been made as to whether a breach has occurred and the process outlined in the [Institutional Framework for Promoting Academic Integrity among Students](#) must be followed.

3.10.1 Marking involving self- and peer-assessment

Self-assessment: the goal of self-assessment should be for students to be able to accurately judge the quality of their work for themselves to enable them not to be dependent on others' judgement of their work. A number of strategies can be used to support students in achieving a better understanding of what quality looks like and how to achieve it (e.g., providing explicit guidance on the requirements of assessment, where practicable allowing students to co-design assessment, to make choices regarding assessment outputs, to work collaboratively with others and to assess their own and others' work, engaging in early formative and progressive learning opportunities).

- Learning activities and resources should be designed to support students' development of self-regulation skills (management of their learning from cognitive (how they go about learning), emotional (how they manage their learning), and metacognitive perspectives (their understanding of their learning and what are the most appropriate strategies to use and when). Students should be provided with regular opportunities for self-reflection on their participation, engagement and approaches to learning within the course.
- Students should be supported in formulating goals and study plans to meet the requirements of assessment. Monitoring of progress is the joint responsibility of the educator and the student.
- Self-assessment should be, where possible and practicable, part of the Assessment Plan for a course or included as an exercise in the course work. To ensure the outcomes of self-assessment are equitable and credible when undertaken as part of the assessment requirements, the following apply for allocating marks for self-assessment:
 - **Self-Marking:** students are provided with detailed model answers and commentaries to develop an understanding of the standards that apply. (This can also include video analyses and simulation examples). A marking sheet, on which students comment on their work and mark against the criteria and standards provided when awarding a mark, is provided. Examiners moderate the responses, maintaining or modifying the marks awarded.
 - **Class-generated criteria for self-assessment:** criteria for an assessment item are generated and agreed upon by the class in discussion with the Course Convenor/Examiner. These criteria are used by each student to develop their self-assessment capability. Examiners mark the assessment task and then consider the self-assessment. Marks may be awarded for both the task and the self-assessment.

Group assessment: may be used when students work collaboratively on an assessment task that is submitted collectively. To ensure the outcomes of group assessment are equitable and credible, one of the following approaches will apply when allocating marks for group-assessment:

- Shared Group Mark: the group submits one assessment item and where it is impossible to make a distinction between the contributions of individual participants, all group members receive the same mark.

- **Group Contracts:** a contract can be developed by group members specifying the component for which they are individually responsible when a group assessment task has distinct components. In this instance, marks may be awarded for each separate component of the task, with individual marks being awarded based on each member's contribution as agreed in the contract.
- **Peer Assessment of Contributions:** the submission is assessed against the criteria and standards established for the task. Group members determine the relative contributions of each member and allocate individual marks or allocate individual proportions of a group mark. The Course Convenor can also evaluate the group process based on observation or discussions with students about individual contributions and interactions and allocate individual marks for the contributions of each member.
- **Individual Marks:** group activities may be set as assessment tasks for which each member of the group is assessed individually. Marks may be assigned on observation, an oral, a reflective journal or other accounts of the process and observations on the outcomes, or statements about the respective contributions of all participants to the process and the outcomes.

3.11 Marks and Grades

3.11.1 Award of overall grades (Grade Management System)

The Course Convenor and examiners are responsible for recording the marks for all students enrolled in a course for each trimester in 'My Marks' on Learning@Griffith. The overall grade is determined by combining the marks of individual assessment items that make up the course.

Once the Course Profile is published, and the assessment items are set up in the Marks Centre within Learning@Griffith, assessment mapping is completed within the Grade Management System to ensure consistency of assessment information (particularly in relation to assessment weighting and 'mark out of'). It is recommended that assessment mapping be completed before any marks are entered into Marks Centre.

This process verifies relevant mandatory pass component requirements and enables correct grade calculation overall. Calculated grades are checked, confirmed, reflected on and recommended by the Course Convenors in preparation for the School Assessment Board. As a final step in the process, grades are awarded by the Dean (Learning and Teaching) and automatically posted to the student's academic record.

The Grade Management System is also used to manage change of grades, including the completion of unfinalised grades.

Students' marks for all assessment tasks, including end of trimester examinations, are to be made available to students through 'My Marks' on Learning@Griffith as soon as possible and normally prior to the approval and publication of grades.

3.11.2 Marks and grade cut offs

Course Convenors and examiners are not required to include marks as part of their recommended grade, except for Honours Dissertation courses where percentage marks are required to be awarded, as these are used as the basis of the Honours classification.

Where marks are allocated to individual assessment tasks and combined to arrive at an overall grade, the Course Convenor recommends the "Grade Cut-offs" as the manner of recommending the students' grades. The School Assessment Board may vary the grade cut-offs and therefore the grades recommended by the Course Convenor. Where the School Assessment Board varies the grade cut-offs and/or grades, the Course Convenor will be consulted and involved in the decision.

A course will not have predetermined grade cut-offs because grade cut-offs may be varied from the standard grade cut-offs by the School Assessment Board.

3.11.3 Notification of grades

Following approval of grades by the Dean (Learning and Teaching), students can view their grades on myGriffith.

Grades that are unfinalised or unavailable at the time of the general release of grades must be finalised by the following dates:

TRIMESTER	Finalisation date
In the case of grades applicable to Trimester 1, Teaching Period 2, Teaching Period 3, Study Period 4 and Study Session 3	August 31
In the following year in the case of grades applicable to Trimester 2, Teaching Period 4, Teaching Period 5, Teaching Period 6, Study Period 1, Study Period 2, Study Session 1 and Study Session 2	March 31
In the case of grades applicable to Trimester 3, Teaching Period 1 and Study Period 3	April 15

Grades that are unfinalised by these dates are converted to a Fail (3, 2 or NGF). Fail grades awarded through this process cannot be changed.

Where there is a reason (e.g., elite athlete, illness, accident, disability or other compassionate circumstances) for the grade remaining unfinalised beyond the applicable date, the Dean (Learning and Teaching) may approve the finalisation of the grade to be held over to a specified date, no later than six months after the date as mentioned above for finalising the grade.

UNF (Unfinalised) is entered on the transcript for approved late finalisation of grades. If the grade cannot be finalised by the Dean (Learning and Teaching) by the date specified, the unfinalised grade converts to a Fail grade and no further extension of time is allowed.

A final grade cannot be changed except to correct an error or as a penalty for disciplinary reasons. Requests to change grades more than a calendar year after the student was enrolled in a course require the Course Convenor to specify reasons why the error had not been previously identified.

3.12 Consensus moderation

Consensus moderation processes are used to ensure the maintenance of standards, reliability and validity of assessments, to develop a common disciplinary understanding of the course standards that underpin comparability and ensure consistency of marking. Programs and course teams need to explicitly document when and how the following processes are used:

- course level planning, e.g., self and peers (internal or external to the course) review the assessment plan to ensure the assessment tasks are appropriate to the learning outcomes of the course
- individual student work, e.g., examiners (internal or external to the course) develop and use marking guides/rubrics specifying predetermined criteria, so the bases for marking are consistent and communicated to both students and examiners
- recommended course grades, e.g., examiners (internal or external to the course) review assessment exemplars

across different grades at the end of a course to assure consistency of assessment judgements

- course standards over time, e.g., examiners (internal or external to the course) review assessment exemplars and marks are awarded to students with those awarded for comparable exemplars from previous course offerings
- cognate courses, e.g., Griffith colleagues, colleagues external to the University or through professional accreditation bodies, review marks/grades awarded to assessment exemplars to assure comparability of course standards within the degree program, across the qualification level and across like programs offered by other providers.

Assessment and academic achievement standards are monitored at both the school and institutional level. The focus at the school level is on setting student achievement standards, ensuring judgements of student performance are consistent with those standards and certifying students' achievements against those standards. This is the combined responsibility of examiners, Course Convenors and the School Assessment Board. The Course Convenor documents the moderation process with the teaching team and recommends the grades, for consideration by the School Assessment Board.

The Course Convenor and the teaching team consider a broad range of related issues for consensus moderation:

Workload	In consultation with the Program Director and Deputy Head of School Learning and Teaching, benchmarking and equalising the assessment workload (number of tasks and total word length) across courses in a trimester. Benchmark the assessment profile with comparable programs in other Australian universities to check whether students are being over-assessed
Assessment Types	In consultation with the Program Director and Deputy Head of School Learning and Teaching, ensuring diversity in the assessment types used and that students are introduced to the range of assessment types that are used throughout the program.
Weighting	In consultation with the Program Director and Deputy Head of School Learning and Teaching, ensuring comparable weightings are allocated for assessment tasks of similar types across courses in a trimester.
Submission	In consultation with the Program Director and Deputy Head of School Learning and Teaching, Coordinating the timing or scheduling of assessment submission dates across courses in a trimester to minimise clashes.
Terminology	In consultation with the Program Director and Deputy Head of School Learning and Teaching, employing consistent terminology to describe similar types of assessment tasks within a program and across courses (e.g. critical reflection/critical analysis/essay/critique).
Consistency of assessment information	Ensuring consistent information and resources are provided by lecturers and sessional staff on all assessment tasks within a course.
Clear assessment goals and standards	Provide detailed criteria and, where practically possible and appropriate, exemplars of standards for all assessment tasks in their courses.
Referencing	In consultation with the Program Director and Deputy Head of School Learning and Teaching, employing, where possible, a single referencing style within courses and programs.

Feedback and Feedforward	Adopting a consistent or compatible approach to the provision of scaffolding, enabling and consultation information and activities. This might include feedback to include comments on the quality of work completed, and feedforward, to include guidance on the development of the work and related future pieces of work moving forward.
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3.13 Supporting student progression (managing underperformance)

Early assessment of progress, early detection of students at risk of poor progress and targeted support programs are essential. Students' capacity for self-regulation should be developed through work on supporting students' assessment and feedback literacies.

The Course Profile should outline clearly what choices are available to students who fail an assessment item. Efforts should be made to minimise students' chances of failure through ongoing monitoring and support. Where possible, students who fail should be given an opportunity for academic recovery (i.e. to pass via a re-submit or re-attempt process). Course Convenors, in consultation with the Program Director, decide whether they will offer an opportunity for academic recovery when they are preparing the Course Profile and subsequently need to select the system's appropriate item to enable their decision (refer table below). Course Convenors must state plainly in the Course Profile the specific assessment items for which re-submission or re-attempt of assessment will be permitted.

Re-submission applies to assessment types where it is possible for the student's original assessment piece to be re-submitted. Re-attempt is where the student is given a second opportunity to demonstrate their achievement of one or more of the course's key learning outcomes which are assessed through the particular assessment task (not the original assessment). If the student is given the opportunity to re-submit or re-attempt an assessment, they may achieve a mark no higher than the minimum for a pass standard for the assessment.

In circumstances where an opportunity for academic recovery on a specific assessment item is applied, the following table illustrates the distinction between re-submission and re-attempt.

Re-submission	Re-attempt
Assignment – Laboratory report only	Assignment – Laboratory and lab report
Assignment – Planning document	Assignment – Practice-based assignment
Assignment – Problem-solving	Exam – constructed response (School-based only)
Assignment – Research-based	Exam – Oral (School-based only)
Assignment – Written	Exam – practical laboratory/clinical (School-based only)
Creative Synthesis	Exam – selected and constructed responses (School-based only)
Peer assessment	Exam – selected response (School-based only)
Portfolio – evidence	Guided discussion with peers
	Log of Learning Activities
	Performance – artistic
	Presentation – technical or professional
	Test or Quiz
	Workplace-based assessment

Academic recovery provisions are limited to School-based assessment activity only and do not include final exams. Only one opportunity to re-submit or re-attempt an assessment task is to be awarded (refer to sections 3.8.3; 3.12 of the *Assessment Procedure for Students*). Systematic assessment of student progress should be made throughout a course. The Course Convenor should connect and/or refer students as needed to resources and services to support them with assessment difficulties (e.g., Peer or Pass tutors, peer mentoring, Library Learning Advisors). Systematic assessments of student progress should be made before week 8 in a trimester and at the end of trimester (see [Academic Standing, Progression and Exclusion Policy](#)).

3.14 Reasonable adjustments

As outlined above, assessment should be designed so that all students have an equal opportunity to demonstrate their achievement through the assessment process, with no group or individual disadvantaged. This can be achieved by applying Universal Design principles. Regardless of the place of study or mode of delivery, all students should be able to achieve the set learning outcomes. Information on assessment should be available to all students in good time so that they can make informed decisions about study choices and can make provisions to manage their own workloads. This is especially important for students with a disability. Access to learning resources should not present unexpected barriers, costs or technology requirements for students, including for students with special needs. Reasonable adjustments should be made for students without impacting the academic integrity of assessment (refer to section 3.13 of the *Assessment Procedure for Students*).

3.15 Feedback on final assessment items

3.15.1 Returning marked work

During the teaching period, individual examiners communicate their evaluations of individual assessment tasks to students applying the criteria against which performance has been assessed. Examiners are required to provide feedback to students on their performance in assessment tasks conducted during the teaching period as well as at the end of the teaching period. Feedback to a student about an examiner's evaluation of their performance in an individual assessment task should be clear, informative, timely and relevant. Examiners are to provide guidance to students and comment on work presented for assessment during and at the end of the teaching period by written comments or other suitable means.

Marked assessment items are to be returned securely. Students are not to have access to any assessment items or marks other than their own individual mark, or a single mark awarded for group work to which they have contributed. Students are encouraged to discuss with academic staff their performance in assessment items during a course/program.

3.15.2 Returning assessment items electronically

Course Convenors/examiners/tutors collecting assessment items electronically through the 'Assignments' tool in Learning@Griffith will usually return the marked assessment item to the student electronically. Assessments submitted electronically through Turnitin and marked using Grademark are available in Learning@Griffith for students to view and download.

3.15.3 Returning assessment items in person

Course Convenors/examiners/tutors may return assessment items to the class in-person to provide formative feedback to the class before the submission of the next assessment item. Course Convenors/examiners/tutors are to retain assessment items for students who are absent from class in the period before week 12 for two consecutive teaching weeks before returning them to the School for collection by the students.

3.15.4 Retention and disposal of assessment items

Schools are required to retain all uncollected essays, assignments, exam booklets and other assessment materials for a minimum of six months from the date of issue of results. After the six months, all assessment material may be destroyed except that material which relates to appeals that have not yet been finally determined. Marks for individual assessment items as well as records relating to moderation and confirmation of marks are to be retained for two years after the completion of the School Assessment Board process.

Student permission is required to use submitted work as exemplars. Students will be asked to confirm whether they permit their work to be used to support others' learning. Students will also need to sign permission for the use of their work in research/media etc.

3.16 Student appeal process concerning marks and grades

If students have concerns about how marks have been awarded for an individual assessment, they should discuss these with their Course Convenor at the time of the specific assessment judgement in order to gain clarification and review in a timely manner. Course Convenors are encouraged to provide feedback to students on individual assessment tasks and discuss progression within the course.

By the time of the calculation of the final grade any specific considerations around marks for individual pieces of work should have been addressed. At this final stage, students can ask that their final grade be reviewed based on an error in the calculation of the final grade only. If a student is seeking to review or appeal their final grade, the *Student Review and Appeals Policy* applies (refer to section 3.15 of the *Assessment Procedure for Students*).

Appendix 1: Effective Assessment Feedback Principles

The key aim of assessment feedback should be to support students to become more self-regulatory in managing their learning as part of sustainable assessment practice; a focus on three core areas is recommended: Assessment Literacy; Facilitating Improvements in Learning; and Holistic Assessment Design.

To support assessment literacy, academic staff should, where practically possible and appropriate:

1. Clarify what the assessment is and how it is organised. Explain the principles underpinning the design of assessment so that students can understand the relevance and value of it.
2. Provide explicit guidance to students on the requirements of each assessment (e.g., clarification of assessment criteria; learning outcomes; good academic practice).
3. Clarify with students the different forms, sources, and timings of feedback available, including e-learning opportunities.
4. Clarify the role of the student in the feedback process as an active participant (seeking, using, and giving feedback to self and peers; developing networks of support), and not just as a receiver of feedback.
5. Provide opportunities for students to work with assessment criteria and to work with examples of work at different grade levels to understand 'what constitutes good work.'

To facilitate improvements in learning, academic staff should, where practically possible and appropriate:

6. Ensure that the curriculum design enables enough time for students to apply the lessons learnt from formative feedback in their summative assessments.
7. Give clear and focused feedback on how students can improve their work, including signposting the most important areas to address (what was good; what could be improved; and most importantly, how to improve).
8. Ensure that formative feedback precedes summative assessment. The links between formative feedback and the requirements of summative assessment are clear.
9. Ensure that there are opportunities and support for students to develop self-assessment/self-monitoring skills, and training in peer feedback to support self-understanding of assessment and feedback.
10. Ensure training opportunities on assessment feedback are offered for all those engaged in curriculum delivery to enhance shared understanding of assessment requirements.

To promote holistic assessment design, academic staff should, where practically possible and appropriate:

11. Ensure that opportunities for formative assessment are integral to curriculum design at the course and program levels.
12. Ensure that all core* resources are available to students electronically through the virtual learning environment (e.g., Blackboard) and other relevant sources from the start of the trimester to enable students to take responsibility for organising their learning.
13. Provide an appropriate range and choice of assessment opportunities throughout a program of study.
14. Ensure there are opportunities for students to provide feedback on learning and teaching, individually, and via the student voice (Guild/SRC/GUPSA or other student representation groups). Feedback should occur throughout the course and at the end of the course. Feedback enables reasonable amendments to be made during the teaching of the course at the discretion of the Course Convenor.

* Core = handbook; assessment guidelines; formative and summative tasks and deadlines; key resources for each activity.

Appendix 2: Assessment types at Griffith

Type	Definition
TYPE 1: ASSIGNMENT: a task set for a student to do in private study for a course. Assignments are undertaken out-of-class and build on work delivered.	
1. Written assignment	An assignment based on extended writing and that may include critical analysis, for example, article review, bibliography, case study, critical analysis, essays, letters, news story, literature review, note-taking. This type includes assignments requiring the submission of a report of field experience; e.g., court report, field report.
2. Planning document	An assignment that is primarily a planning document, for example, a unit plan, curriculum plan, project plan, essay plans, learning contracts, a website plan (but excluding building the website), a portfolio proposal, a report on progress to date.
3. Problem-solving assignment	An assignment based on solving a problem or a set of problems, for example, mathematical problem sets; chemistry problem sets; a hypothetical case to solve or discuss. This includes the completion of weekly exercises or worksheets.
4. Researched-based assignment	An assignment based on research tasks, for example research proposals, progress reports and papers that are not part of a thesis or dissertation.
5. Practice-based assignment	A combination of a single event performance or presentation together with substantial written analysis and or reflection of that performance or presentation. (Where repeated performances are collected and analysed over a period of time, the title ' portfolio evidence' should be used.)
6. Laboratory/Laboratory report	The performance of skills in the laboratory, which may include the write-up of the results.
TYPE 2: Exam: An exam is a formal test of a person's knowledge or proficiency in a subject or skill. Exams are more comprehensive in the scope of knowledge/skills examined than short tests or quizzes, are conducted under formal, observed conditions and are usually given at mid-trimester and/or end of trimester.	
7. Exam – selected response	An exam that asks the student to select from responses provided and includes Multiple-choice questions, labelled diagrams, Multiple True/False Questions, Matching questions.
8. Exam – constructed response	An exam that includes essays, short answers, concept maps, where the student must construct their own response.
9. Exam –combination of selected and constructed response	An exam that includes a mixture of selected and constructed responses.
10. Exam – practical or laboratory or clinical	A practical exam undertaken in class. Demonstration of a practical skill under exam conditions or observed, on campus.

Type	Definition
11. Exam – oral	An exam with an oral response required to questions from an examiner or providing an oral defence of a position e.g. for a thesis, oral defence of a poster, viva voce.
TYPE 3: Assessment based on observation or record of practice	
12. Log of learning activities	Log of learning activities that have been undertaken. Assessment is based on the completion of learning activities and not on the level of achievement. This log could be completed on campus, out-of-class or in the workplace and might include Professional Experience logs, diaries or workbooks, exercises completed for a tutorial, clinical logbook, flight evaluation/CASA achievements record.
13. Portfolio evidence	The student constructs a body of evidence of their activity and level of achievements over a period, using any type of media, including reflection or analysis. This can be completed on campus, out of class, or in the workplace.
14. Workplace-based assessment	Assessment conducted within the workplace and or practice setting and could include assessment reports from supervisors (e.g., 360-degree assessments) or direct observation of the student (e.g., competency or behaviour) or discussion with the student (e.g., observing a micro-teaching session, observing a mini-CEX, or conducting case-based discussion).
15. Academic development – holistic assessment	A holistic assessment of a student's academic development over a trimester. This may include assessment of several aspects if assessing a range of aspects over a trimester. e.g., time management, consultation with staff, completion of folio requirements, response and safe studio practice, conceptual, expressive and aesthetic development, or holistic assessment of ethical or professional behaviour over a trimester on campus.
TYPE 4: Other types of Assessment	
16. Test or quiz	A Test or Quiz is more limited in scope of material covered than an exam, can be given throughout the trimester, is usually short in length, may focus on only one aspect of the course and is often undertaken in class. A test or quiz can include multiple types of questions.
17. Guided discussion with peers	The student initiates, leads or contributes to a discussion of a curriculum area with a group of peers. The discussion is moderated/assessed by a staff member. The intention is to expand on in-class teaching and learning. The discussion, and not a written assignment, is the focus of the assessment; e.g., contribution to a discussion in a blog online or taking a lead role in a tutorial.
18. Peer assessment	Assessment of the student's ability to assess a peer (e.g., assessing the quality of contribution to group work).
19. Self-assessment	Where students are asked to judge the quality of their work themselves against criteria
20. Presentation – technical professional	Demonstrating oral communication skills that are technical or professional in nature (e.g., oral presentation, speeches, moot court, debates). Workplace-based assessment is excluded.

Type	Definition
21. Creative synthesis	Creative synthesis relevant to the field. This can be technical or artistic and may result in the creation of a product, object or event, e.g., an engineering model or musical composition, websites, games, architectural or artistic drawings, graphic designs, development of a database, computer programs, model or artefact.
22. Attendance	<p>To be awarded a mark for attendance a student must attend the required session</p> <p>This assessment type is confined to latter year courses and only permitted for use where the required activity meets specific criteria.</p> <p>Application of this assessment type is restricted to 10% maximum (of the total mark for the course), and requires Program Director endorsement and approval by the Deputy Head of School (Learning and Teaching).</p>
23. Student negotiated assessment	Where a student can individually negotiate, with the approval of the Course Convenor, the type of assessment they undertake, which will be one of the existing defined types.

TYPE 5: Assessment based on research

24. Thesis/dissertation	A report on a scholarly project based on or manifested in rigorous experimental, theoretical, creative, empirical, design inquiry or a written component that addresses the theoretical and conceptual issues inherent in the research.
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INFORMATION

Printable version (PDF) Downloadable version (Word)

Title	Assessment Procedure for Staff
Document number	2022/0000827
Purpose	This procedure outlines the requirements of assessment practices for staff and should be read in conjunction with the Assessment Policy and the Assessment Procedure for Students.
Audience	Staff
Category	Academic
Subcategory	Learning and Teaching
Effective date	Trimester 1 2022
Review date	2026
Policy advisor	Senior Manager, Exams and Timetabling (Student Business Services, Student Life)
Approving authority	Learning and Teaching Committee

RELATED POLICY DOCUMENTS AND SUPPORTING DOCUMENTS

Legislation	Higher Education Support Act 2003 Higher Education Standards Framework (Threshold Standards) 2021
Policy	Assessment Policy Student Review and Appeals Policy
Procedures	Assessment Procedure for Students Student Reviews and Appeals Procedures