

# Assessment Procedure for Students

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## 1.0 Purpose

This procedure supports the *Assessment Policy* and sets out the process for submission, feedback and marking of assessment in courses.

## 2.0 Scope

This procedure applies to all coursework offered at Griffith, including a dissertation undertaken in accordance with the program requirements of postgraduate coursework and honours programs. This procedure does not apply to theses or other major research outputs submitted in accordance with the program requirements of a higher degree by research.

## 3.0 Procedure

### 3.1 Your role as a student

Partnership with students in all aspects of assessment is central to Griffith's [Creating a future for all – Strategic Plan 2020-2025](#). Student engagement in assessment impacts on how well students can do, and collaborative staff and student learning activities support the development of a shared assessment language and understanding of assessment requirements by all. This means you are responsible for participating actively, positively and with integrity in learning, teaching and research activities, and you must:

- work with your Course Convenor and peers to ascertain what is required to do well and engage in activities to help you understand assessment requirements
- work with your Course Convenor to make sense of assessment criteria and how you can use an understanding of these to support your learning
- embrace the aims and expectations of your chosen course/program of study and set your own challenging learning goals

- demonstrate an understanding of, and an ability to reflect on, the development of your knowledge and skills as part of self-evaluation (the ability to monitor your progress in the moment, and assess the overall quality of your work accurately)
- recognise and value existing knowledge and skills and build upon them to apply learning to new contexts
- make effective and responsible use of feedback that is provided
- offer feedback and support to others as part of collaborative learning opportunities
- understand sound academic practice (the requirements and rules of assessment processes) and behave with integrity (ensure the work that you submit is your work, that you acknowledge and reference other's ideas and that in collaborative work your role and contribution in the process is clear)
- use resources, including your time, effectively
- proactively build your networks of support to assist your learning now and into the future
- contribute effectively to teaching activities including peer support and mentoring
- be an active participant in the delivery of the course
- where required, develop resources and products to meet the immediate requirements of assessment and prepare for future work.

### **3.2 How do I find out what the requirements of assessment are?**

The requirements of assessment are outlined in the Assessment Plan section of each Course Profile. The Course Profile also tells you what the Learning Outcomes for the course are and what task(s) need to be completed to demonstrate achievement of the Learning Outcomes. Your work is marked using assessment criteria which indicate the extent to which you have demonstrated the knowledge, understanding and skills required to meet the course learning outcomes. It is your responsibility to understand what the assessment requirements are for your course, seek clarification where requirements are not clear, and to take note of any mandatory pass components within the assessment of your course.

- mandatory pass components (MPCs) may require you to either (a) submit one or more assessment items to pass the course, irrespective of your total mark on the other assessment items, or (b) require that you achieve a minimum mark on one or more assessment items, irrespective of your total mark on other assessment items. These will be clearly outlined in your Course Profile. Consult with your Course Convenor if you require additional details.

### **3.3 Assessment types**

There are five broad categories of assessment types at Griffith. These are:

- assignments
- exams
- observations or records of practice
- other types (e.g., presentation, portfolio, other)
- assessment based on research.

Assessment can be formative (processes and tasks designed to inform the development of your work), and summative. Only marks awarded for summative assessment items count towards the final grade for that course (refer to [section 3.9](#)).

### **3.4 What learning support can I access?**

Your Course Convenor will clarify the exact nature of learning support you are entitled to within the context of the course (e.g., contact hours, amount and nature of feedback, the timing of feedback, resources to support your learning). You are encouraged to make full

use of all sources of feedback. Feedback comprises all sources of information that can be used to support the development of your work; this includes feedback from your Course Convenor, from peers (peer feedback) and resources including online sources, and support networks. Feedback also includes self-feedback.

Wider support is available to you (e.g., peer and mentor support, student and accessibility services, student health and wellbeing services, and library support, etc.). As an active contributor to the course, you are encouraged to use all sources of support available to you to support your learning. Support is also offered by Student Associations (Guild/GCAP/GUPSA/SRC).

Formative assessment feedback should be directly related to summative assessment; it should help you to understand what the summative assessment requires you to do and give you a clear indication of what progress you are making. Summative assessment contributes to your final course mark. It provides an indicator as to the quality of your work and the extent to which you have met the assessment criteria associated with the specific task you were set for the purpose of meeting the intended learning outcomes for the course.

**Course Convenor feedback:** The Course Convenor will confirm the precise nature of the feedback you will be given. Feedback may come in a variety of forms (e.g., written, oral, visual feedback or modelling of 'good' approaches). It is your responsibility to take on board feedback received, and to question feedback if you are unclear what it means and what you need to do to improve. Course Convenors may also provide group feedback based on an overview of how you and your peers managed a specific task. Not all formative assessments will receive a mark; many activities will be informal and designed to check your understanding at key points. Check with Course Convenors to clarify how all the elements of assessment fit together within your course. Where possible and appropriate, Course Convenors may provide you with opportunities to develop skills to undertake peer- and self-feedback.

**Self-assessment:** Your course may include formative assessment tasks in class or through the online learning environment. These may require you to self-design tests or to self-mark your work against the assessment criteria (online tests, quizzes, presentations etc.).

**Peer feedback and peer assessment:** You may be asked to support your peers by providing feedback on their work to support both yourself and your peers in making progress. You and your peers may also be asked to assess the quality of the feedback you have received on your work from each other. Peer Feedback is formative in supporting your progress but does not contribute to any formal summative assessment. Peer Assessment involves making a judgement on the quality of a peer's work and awarding a mark using the assessment criteria; this may or may not contribute to your summative assessment mark.

**Contributing to teaching activities:** In some courses, you may be asked to contribute resources or lead teaching activities to support a deeper understanding of content. It is essential that you have adequately prepared for team-teaching and support activities so that you can make a full contribution and provide feedback for the improvement of these activities. A full contribution also means acknowledging areas that you do not understand, developing and working towards achievement of your own learning goals aligned to the requirements of the course, reflecting, and acting on feedback, and giving feedback to peers to support your own and your peers' learning.

**Assessment Concerns:** If you have a specific concern about the assessment process and the level of support to which you are entitled, in the first instance, you should contact your Course Convenor. If you still feel that your concerns have not been addressed, you can follow the Student *Complaints Policy*. It is important to raise concerns at the point in which

they are occurring, to enable Course Convenors to address these with you in a timely manner to best support your learning.

### 3.5 Specific procedures for assignments as assessment

#### 3.5.1 How do I prepare and submit my assignment for assessment?

Consideration of academic integrity is paramount to preparing your assessment; this means you should act with honesty, trustworthiness, and fairness in preparing your assessment and demonstrate respect and responsibility in your learning.<sup>1</sup> In consideration of this, you must personally undertake the work required for your assessment and acknowledge all sources of reference.

By enrolling in a course and submitting assessment, you declare your acceptance of the University's Academic Integrity Statement as published in the Course Profile. You are also required to complete an academic integrity declaration for all alternate in-person exam sittings. This acknowledges that you have conducted your work with honesty and fairness and that you have not cheated.

When your assessment is submitted, you are responsible for ensuring the file can be opened, is the correct version and is able to be viewed at the final submission point. A copy of the confirmation receipt must be retained. An examiner who is unable to open or view a file may apply late submission penalties.

You are required to keep an electronic copy of all submitted assessment items, in case they are misplaced or lost, unless the format of the assessment item precludes a copy being made and stored. In the case of exams, students do not retain their exam papers.

The Course Profile and Course Site on Learning@Griffith will specify how your assessment item is to be submitted or attended. It is recognised that the assessment submission process outlined below will not apply to some areas (e.g., the Performing and Creative Arts, vivas, etc.). Please check your Course Profile.

1. **Submitting via Learning@Griffith:** Learning@Griffith has an Assignment Tool which allows for electronic submission of your assessment. You will receive a date and time confirmation on screen that the assessment item has been successfully uploaded and submitted. The submission is receipted, and this is a formal acknowledgment of submission.
2. **Submitting via Text-Matching Tools:** Griffith uses software deemed appropriate (e.g., *Turnitin*) to help educate you about the process of academic writing and to avoid plagiarism. These text matching tools produce an 'originality report' and a 'similarity index' which help you to acknowledge your sources correctly, as well as highlighting plagiarism issues. There is no standard or established threshold of similarity that requires a Course Convenor to raise a concern about a breach of academic integrity, so if you are concerned about a similarity report you should discuss this with your Course Convenor.
3. **Submitting in person:** When the Course Profile specifies that your assessment task is to be submitted in person to the School/Department (during business hours), the item is to be stamped to indicate the date and time of receipt. The School/Department office issues a receipt for the assessment item.

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<sup>1</sup> [Institutional Framework for Promoting Academic Integrity Among Students](#)

**Submission deadlines:** You are to submit assessment items by the due date and time, as advised in the Course Profile. Assessment items submitted after the due date will be subject to penalty unless an extension (refer to [sub-section 3.8.1](#)) has been sought and approved by the Course Convenor.

### 3.5.2 What if I submit my assignment late

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. The table below outlines the appropriate application of this rule.

DAYS LATE	LATE SUBMISSION	TOTAL WEIGHTED MARK (COLUMN X)	CALCULATION (COLUMN Y)	FIXED MARK PENALTY X * Y	MARK AWARDED			
					Example A Org. = 32/40	Example B Org. = 28/40	Example C Org. = 24/40	Example D Org. = 20/40
1	5%	40	0.05	2	30	26	22	18
2	10%	40	0.10	4	28	24	20	16
3	15%	40	0.15	6	26	22	18	14
4	20%	40	0.20	8	24	20	16	12
5	25%	40	0.25	10	22	18	14	10
6	30%	40	0.30	12	20	16	12	8
7	35%	40	0.35	14	18	14	10	6
8 +	<b>Assessment task will not be marked</b>				0	0	0	0

## 3.6 Specific procedures for exams as assessment

### 3.6.1 Exams as a form of assessment

Exams can be administered centrally by Exams and Timetabling, via Course Convenors as School-based exams, through professional accreditation bodies, or via third-party providers.

The end of **trimester** exam period is administered centrally for most exams and is published on the Academic Calendar, including Program Specific calendars where appropriate. The exam timetable is published in myGriffith (refer to the Academic Calendar for official publication dates). Students are expected to be available for morning, afternoon and evening exam sessions. It is your responsibility to attend your exam at the time and venue specified in your exam timetable.



**Alternate exam sitting:** If you are unable to sit an exam at the scheduled time during an end of trimester exam period, you may be eligible to apply for an alternate exam sitting if the Course Convenor has allowed alternate exam sittings for the course. Any granted alternate exam sitting will be scheduled during the same end of trimester exam period and will only be approved in the following circumstances:

- your timetable falls outside the timetabling requirements (e.g., because you have more than two exams in one day or more than five exams in three days)
- medical or compassionate grounds
- work commitments
- religious and cultural obligations (e.g., weddings, funerals)
- sporting or cultural commitment at state, national or international level
- volunteer, emergency or military service.

A request for an alternate exam sitting must be submitted online within fourteen calendar days of the publication of the final exam timetable. The application must be accompanied by supporting documentary evidence. Applications for the alternate exam sitting are approved by the Senior Manager, Exams and Timetabling or nominee.

Also, refer to [sub-section 3.8.2](#) Deferred Assessment.

### **3.6.2 Use of materials in exams**

Materials permitted in an exam will be specified on the exam timetable and in your Learning@Griffith course site. It is your responsibility to ensure you are aware of the materials permitted for your exams.

**Calculators:** If listed as a permitted item, calculators must be free of any notes stored in the calculator case or any unauthorised writing on the case.

**Dictionaries:** where the use of a dictionary is permitted in an exam, refer to the approved types of dictionaries displayed in your personal exam timetable.:

Dictionaries must be unmarked and must not contain annotations or unauthorised material (i.e., no handwriting or comments and no printed materials inserted or attached).

Other **personal items** and **electronic devices** (mobile phones, laptops, iPads and other tablets, smartwatches etc.) are not permitted to be used during an exam, unless confirmed as a requirement for the undertaking of your exam.

### **3.6.3 How do I attend my exam?**

**Exams:** can take place on-campus or online. Where an exam is held in more than one location, including online, each exam normally takes place simultaneously.

#### **3.6.3.1 On-campus exam**

The exam is to be conducted at the campus on which the class is taught, unless deemed otherwise by Exams and Timetabling.

#### **3.6.3.2 Online exam**

Exams may be conducted online. It is the student's responsibility to ensure that they participate in any practice online exams to test their internet connectivity and equipment suitability prior to the actual exam. 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, supervision will occur through the screen, keyboard, webcam, audio and system activity.

If you arrive late to your exam venue (on-campus), but by no more than 30 minutes, you will be permitted to undertake the exam, however, the overall exam duration will not be adjusted. When in an exam venue, no student is permitted to leave the exam venue during the first 30 minutes of working time or the last 10 minutes of working time, except in the case of a medical emergency. If you leave the exam venue early, you must not cause a disturbance or remove any exam materials from the venue.

### 3.7 Specific procedures for other forms of assessment

Other forms of assessment include:

- observations or records of practice
- other types (e.g., presentation, portfolio, other)
- assessment based on research

Specific procedures for submission of these forms of assessment will be provided to you by your Course Convenor and be outlined in both your Course Profile and on your Learning@Griffith course site.

### 3.8 What if I am unable to submit my assessment or attend my exam?

If you are unable to meet the submission deadline for an assignment, a request for an assignment **extension** can be made (refer to [sub-section 3.8.1](#)).

If you are unable to attend your scheduled exam, you may apply for a **deferred** exam (refer to [sub-section 3.8.2](#)).

If your performance in any completed assessment item has been seriously impacted on the grounds of illness, accident, disability, bereavement or other compassionate circumstances, you may apply for **special consideration**, depending on the period affected (refer to [sub-section 3.8.3](#)).

*Note: Where you undertake a group assessment task, consideration must also be given to how any request for extension may impact the performance of other students in the assessment group.*

#### 3.8.1 Assignment extension

An application for an assignment extension must be submitted through the online application form in myGriffith by the due date. You will be required to agree to a statement of responsibility for your learning on application. For individual assignments, supporting documentation is not required for extension up to and including 3 calendar days, unless you are enrolled in a course through Open Universities Australia - OUA (exceptions may apply, please refer to 3.8.4). For group assessment, OUA assessment and extensions greater than 3 calendar days your application must include appropriate documentation to support the grounds on which you are requesting your extension. You can request an extension on medical, disability or other grounds, including family or personal circumstances, employment-related circumstances, or unavoidable commitments. Students registered with Student Disability and Accessibility can apply for assignment extensions on disability grounds for up to and including 10 calendar days

without the requirement to provide supporting documentation. Refer to [sub-section 3.8.4](#) for appropriate documentary evidence.

The extension period will not normally exceed 14 calendar days for assignments set for courses within coursework programs, and be no greater than 28 calendar days for extensions of time to submit a dissertation (refer applicable policies for details of extensions permitted – e.g. *Bachelor Honours Degree (AQF Level 8) Policy*, s9.2). This will however vary depending on the student reason, see table below. There are seven calendar days in a week. For applications requiring supporting documentation, the Course Convenor (or Program Director for submission of a dissertation) will approve the length of an extension for the number of days your supporting documentation indicates is required. You will be notified of the outcome of your request for an extension by email. The status and outcome of your application can be viewed at any time using 'My application status' online enquiry in myGriffith.

GROUND	EXTENSION PERIOD*
Medical grounds / Disability	14 calendar days
Bereavement	14 calendar days
Personal safety grounds	14 calendar days
Other personal, professional or exceptional circumstances	3 calendar days

*\*Note, the above extension periods do not relate to requests for extensions to submit a dissertation in Bachelor (Honours) and Masters (Coursework) and (Extended).*

When an assignment is submitted late, it may not be feasible to have feedback *returned* to you before the next assignment or exam is due. An extension is not available for an assessment item where:

- you have been allowed an opportunity for academic recovery
- the assessment is an exam.

### 3.8.2 Deferred assessment

Deferred assessment is only applicable to assessment items that have not been attempted and applies to the following assessment types: exams, tests, seminar presentation, performances or workplace-based assessment items only.

A request for deferred assessment must be submitted online with appropriate documentary evidence (refer to [sub-section 3.8.4](#)) no later than three calendar days after the scheduled assessment date. If a deferred assessment is granted, the deferred assessment must take the form of a replacement assessment item and must resemble as closely as possible the original assessment item and should carry the same percentage of the total weight for the course.

An application for deferred assessment can be made on the grounds of illness, accident, disability, bereavement, technical issues, unavoidable work commitments, sporting or cultural commitment at the state, national or international level or other compassionate circumstances.



Deferred assessment does not apply to:

- assignments
- where you could reasonably be expected to avoid the circumstances that prevented you from attempting the assessment item (this may include not completing a practice test for exams held via ProctorU)
- where the application is submitted after the three calendar day deadline
- any re-attempted assessment items
- holiday arrangements
- local, national and international travel
- work commitments unless students are experiencing financial hardship, have been refused leave, or directed to undertake unusual or extraordinary duties that were beyond their control
- misreading an exam timetable

Applications for deferred exams for centrally run final exams will be considered by the Senior Manager, Exams and Timetabling or nominee who approves or declines the application. Deferred applications for all other assessment items will be considered by your Course Convenor. If you are granted a deferred assessment, you are eligible for the full range of grades available for that course.

Deferred/supplementary exam periods are published on the Academic Calendar. There will be one final timetable which will be released to students at least seven calendar days prior to the commencement of this exam period. Students who have been granted a deferred or supplementary exam are expected to be available to sit their exams on any day or days of the specified period. In circumstances that are exceptional and beyond your control, the following will be considered grounds for rescheduling:

- You may request permission to undertake a deferred or supplementary exam earlier than the deferred/supplementary exam period, and if approved will have your exam administered by the Course Convenor. Students applying to defer their final exam must include this request in their deferred assessment application.
- If you are unable to sit your scheduled deferred or supplementary exam due to religious observance obligations, you must notify Exams and Timetabling within 2 working days of the publication of the deferred/supplementary exam timetable and provide a letter from your local religious leader.
- If you are experiencing a serious illness, bereavement or other exceptional circumstances just prior to the deferred/supplementary exam period that renders you incapable of sitting the scheduled exam, you may request for your exam to be rescheduled to an alternate date. This request must be submitted to Exams and Timetabling prior to the scheduled exam date and include relevant supporting documentation detailing the impact on your capacity to sit the exam.

Further additional deferment of exams, tests, seminar presentations, performances or workplace-based assessment items is not possible. You have already been given a significant concession in being awarded a deferred or supplementary assessment. If you are still unable to complete your deferred or supplementary assessment because of exceptional circumstances, you may apply to withdraw after the census date due to special circumstances.

If you are awarded a deferred exam, you are not eligible for a supplementary exam, as a significant concession has already been provided in the granting of a deferred exam (refer to [section 3.12](#)). If, however, you require a deferred exam due to technical issues associated with an online exam (refer to [sub-section 3.8.5](#)) this restriction on supplementary assessment after the deferred exam does not apply.

In exceptional circumstances, if appropriately satisfied, the Dean (Learning and Teaching) may approve School-based supplementary assessment after a student has completed a deferred exam.

### **3.8.3 Special consideration**

You can apply for special consideration for an assessment item that you have submitted or an exam that you have attended. Special consideration will only apply on the grounds of illness, accident, disability, bereavement, technical issues or other compassionate circumstances<sup>2</sup> and if you can demonstrate your performance in the assessment item was seriously affected; or there was a serious disadvantage when the assessment item was attempted.

Special consideration does not apply to any re-attempted or re-submitted assessment item.

Special consideration is not guaranteed; the Course Convenor will make the following determination:

- not approved
- approve and adjust your marks accordingly (which may not always result in a change of grade)
- recommend a final grade based on your performance across the course
- provide another assessment task, either:
  - an alternative assessment task – which provides an opportunity for you to demonstrate learning outcomes like those related to the original assessment task (e.g., an oral exam may take the place of a written exam) or
  - a replacement assessment task – which resembles as closely as possible the original assessment item and carries the same percentage of total weighting for the course.

Request for special consideration for an assessment item must be submitted online with appropriate documentary evidence (refer to [sub-section 3.8.4](#)) no later than three calendar days after the due date of the assessment item or the date of the exam.

### **3.8.4 Documentation required for an extension, deferred assessment or exams and special consideration**

If you are applying for an assignment extension, deferred assessment or special consideration based on medical grounds, you must submit a medical certificate or a letter from a registered health practitioner. The exception is extensions of 3 or less calendar days for individual assignments.

The medical certificate must be signed and include practitioner's provider number and contact details. The certificate must state:

- the date on which the practitioner examined the student; and
- in their professional opinion, the student was -
  - not fit for duty or
  - was suffering from a medical condition or

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<sup>2</sup> Examples of compassionate circumstances include serious illness of a family member or close relative, significant and unexpected employment problems or pressures, significant relationship problems etc.

- was unfit to sit the exam on a relevant day or
- was unfit for [a specified period].

International medical certificates are not accepted for students residing in Australia unless they fall sick while overseas.

In general, the University reserves the right to reject any medical documentation that cannot convince a reasonable person that the student is genuinely sick.

If you are applying due to a registered disability, you will require a letter of support from Student Disability and Accessibility for extensions greater than 10 calendar days or when related to group assessment.

For assignment extensions the medical certificate should be submitted by the assignment due date (see [sub-section 3.8.1](#)) and outline the period for which performance was impacted. For special consideration or deferred assessment applications, the medical certificate must cover the date of the assessment and be submitted no later than three calendar days after the due date of the assessment.

If you are applying for special consideration, assignment extension or deferred assessment on other grounds, you must submit suitable documentary evidence, such as a bereavement notice, letter from employer, health practitioner or professional, statutory declaration (signed by a Justice of Peace), copy of accident report etc. In all cases, the documentation is to contain the name, date and contact details of the person providing the evidence. Assignment extensions for up to and including 3 calendar days that are not related to group assessment are exempt from this requirement.

The requirement for a Justice of the Peace to witness a statutory declaration is not required where the Deputy Vice Chancellor (Education) approves that a specific student cohort is deemed to be impacted by a pandemic. The statutory declaration should include sufficient information for the relevant decision maker to consider in support of the direct impact.

Following submission of a completed application for special consideration, assignment extension or deferred assessment and its consideration by the decision-maker,<sup>3</sup> you will be notified of the outcome.

Where the application relates to a circumstance over a period of time leading up to the exam date or the due date for an assessment item, the duration of the period concerned must be specified in the supporting documentation and may be deemed sufficient to demonstrate the impact on the student's ability to complete the assessment item or prepare for the exam.

Accumulation of more than 3 approved extensions for individual assignments of 3 or less calendar days per course will trigger the supporting documentation requirement for the remainder of the trimester after which the count will be reset. Students registered with Student Disability and Accessibility will have their adjustments reviewed at the point of reaching the same threshold for extensions of 10 or less calendar days, however the supporting documentation requirement will not be imposed.

If you feel that your case for special consideration or deferred assessment has been wrongly dismissed, you may seek a review of that decision within ten working days as specified in the *Student Review and Appeals Policy*. You should first contact the

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<sup>3</sup> In this instance, decision-maker refers to either the Course Convenor or Senior Manager, Exams and Timetabling or nominee.

decision-maker to ensure you understand the decision before making an application for review.

### **3.8.5 System failures and assessment**

In the event that assessment submission tools within Learning@Griffith experience service disruption or outages that impact you meeting the deadlines for assessment items, the granting of a 24-hour extension to your submission time and date will be confirmed.

If you experience technical difficulties, including equipment failures, during your online exam, you can apply to defer the exam under the condition that you were prevented from accessing the actual exam content (refer to 3.8.2 for deferred assessment process). If you encounter technical difficulties part way through your exam, you can apply for special consideration. Adequate supporting documentation (e.g., a screenshot of the system error preferably including a date/time record, or proof of contacting the relevant help service etc.) will be required. For exams using ProctorU, students are expected to sit a practice test prior to their final exam, using the same equipment they will use on the day of their final exam. If you have not undertaken a practice test and experience technical issues on the day of the final exam, you may not be eligible for a deferred assessment.

## **3.9 What should I expect when my assessment is marked?**

Your Course Convenor develops and uses marking guides/rubrics specifying predetermined assessment criteria and accompanying standards. These are used to ensure that the bases for marking are consistent and communicated to you and your examiners. Assessment marking criteria will be specified in the Course Profile and in the course site on Learning@Griffith at the start of the teaching period.

A mark is an indicator of the standard of your academic achievement in an individual assessment task. Marks are awarded for summative assessment items. You may have opportunities in your courses to learn skills on how to apply assessment criteria in self or peer assessment as appropriate to your course learning outcomes. Course Convenors should clearly explain the marking and moderation process which will be applied to assessment in your course.

If you have concerns with the mark awarded to you for an assessment item, you should discuss these with your Course Convenor. The mark awarded is based on the extent to which you have met the assessment criteria in relation to specific assessment items designed to demonstrate achievement of learning outcomes.

Where a potential breach of academic integrity has been identified, the examiner may not mark the assessment item, and no mark will be recorded until a decision has been made as to whether there has been a breach of academic integrity. The process outlined in the *Student Academic Misconduct Policy* will apply.

You are required to keep a copy (electronic or hard) of your marked assessments, and the accompanying feedback in case the marks are recorded incorrectly, lost or corrupted and therefore the grade for your learning is a misrepresentation of your achievement.

Marks for each of your assessment tasks, including end of trimester exams, will be made available through 'Marks' on Learning@Griffith as soon as possible and normally prior to the approval and publication of grades.

### 3.10 What does my grade mean?

During the teaching period, individual examiners will communicate their evaluations of individual assessment tasks to you with reference to the assessment criteria against which your performance has been assessed.

A grade is the result you receive in a course through the process of aggregating and weighting the marks achieved in individual assessment tasks. A grade is the overall level of achievement for a course. Your overall grade for a course is awarded by the relevant Dean (Learning and Teaching) as determined by the School Assessment Board and signifies your overall performance in the course.

Your overall grade is a calculation of all your summative assessment tasks and contributes towards your Grade Point Average (GPA). Your GPA is a calculation based on the average of the numerical value of all final grades credited towards an award program.

Your grades in courses are recorded using the following:

7	High Distinction	The student has demonstrated an <i>exceptionally</i> high quality of performance or standard of learning achievement.
6	Distinction	The student demonstrated a high quality of performance or standard of learning achievement
5	Credit	The student demonstrated a good quality of performance or standard of learning achievement
4	Pass	The student demonstrated a satisfactory quality of performance or standard of learning achievement.
3	Fail	The student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes close to the passing standard but insufficient to pass.
2	Fail	The student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes below the passing standard.
1	Fail	The student demonstrated an unsatisfactory quality of performance or standard of learning achievement. There was evidence of achievement of desired learning outcomes significantly below the passing standard.

Your overall course grade may also be recorded as a *Non-graded Pass (NGP)* where successful completion of a course is assessed on a pass/fail basis.

Other grades that may be awarded are:

- Fail No Assessment Submitted (FNS) - Did not present any work for assessment, to be counted as a failure
- Withdraw with Failure (WF) - Cancelled enrolment in the course after the final date for withdrawal without failure

- Withdraw (W) - The student has withdrawn from the course. This grade is not included in the calculation of their Grade Point Average (GPA). This grade appears beside the course on the academic record when the withdrawal from the course is after the last date to drop a course without being liable for fees, up until the final date for withdrawal without failure
- No Grade Associated – This grade is an administrative grade applied in lieu of a fail grade (1, 2, 3, NGF and FNS). Students awarded this grade will not have a fail grade recorded on their academic record, nor will this grade be included in the calculation of their Grade Point Average (GPA). This grade is to be only used for any disruptive event at the discretion of the University.

### 3.11 How do I know that the grade awarded is fair?

Grades in all courses are moderated to check the quality of the assessment design and to ensure the reliability and validity of assessment judgements.

Moderation processes are designed to:

- check that the assessment design is appropriate to enable you to meet the learning outcomes of the course
- ensure consistency in the quality of marking through the informed application of assessment criteria using marking rubrics/assessment criteria
- sample assessed work within and across different grades to ensure consistency of assessment judgements
- maintain standards through benchmarking with matched previous cohort results.

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, which monitors, and quality assures the course assessment outcomes.

### 3.12 What happens if I fail an assessment item?

If you fail an assessment item, you may be eligible for supplementary assessment or an opportunity for academic recovery. Your Course Profile will outline if either of these options is available.

#### 3.12.1 Supplementary assessment

Supplementary assessment is a new item of assessment designed to provide you with additional opportunity to demonstrate achievement of the primary learning outcomes of the course. Supplementary assessment may be awarded if you have submitted all the assessment requirements of the course, and you have received a grade of 3 or have achieved an overall percentage equivalent to the grade of 3 or higher, but you have not achieved a pass or the required minimum mark in one or more mandatory pass components of the course [*refer [section 3.2](#)*].

In addition to this, students due to graduate at the end of the trimester who have not passed one or more final courses will be offered a supplementary assessment for each failed course irrespective of whether the Course Profile allows supplementary assessment. This excludes honours dissertation courses and postgraduate coursework programs that include dissertation courses. The student must meet the same criteria as stated above to be eligible.



As outlined in section [3.8.2](#), if you are awarded a deferred exam, you are not eligible for a supplementary exam. This also applies to students due to graduate. In exceptional circumstances, if appropriately satisfied, the Dean (Learning and Teaching) may approve School-based supplementary assessment after a student has completed a deferred exam.

You are allowed one attempt at a supplementary assessment item per course per trimester.

If you gain a pass mark for your supplementary assessment item, you will be awarded a grade of 4. Where you do not achieve a pass mark for the supplementary assessment item, the original grade of 3 for the course will remain, except for courses using the Medical School grading basis where a non-graded fail (NGF) is awarded.

### **3.12.2 Opportunity for academic recovery (re-submission of an assessment task or re-attempted assessment)**

For academic recovery, a course may specify in the Assessment Plan opportunities for failed assessment tasks to be re-submitted or re-attempted. Academic recovery provisions are limited to School-based assessment activity only and do not include final exams. Only one opportunity to re-attempt any single piece of assessment will be awarded.

Re-submission applies to assessment types where it is possible for the original assessment piece to be re-submitted. Re-attempt is where you are given a second opportunity to demonstrate your 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 you are given the opportunity to re-submit or re-attempt an assessment, you may achieve a mark no higher than the minimum for a pass standard for the assessment. You will have five working days from return of the assessment task to resubmit for re-examination.

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

<b>RE-SUBMISSION</b>	<b>RE-ATTEMPT</b>
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

RE-SUBMISSION	RE-ATTEMPT
	Log of Learning Activities
	Performance – artistic
	Presentation – technical or professional
	Test or Quiz
	Workplace-based assessment

### 3.13 Can my assessment be adjusted if I have a disability?

If you have a disability, assessment tasks can be reasonably adjusted to meet your needs to allow you to undertake the assessment on the same basis as other students. It is your responsibility to register with Student Disability and Accessibility who will then disclose the relevant information about your circumstances to your Course Convenor and Exams and Timetabling for the purpose of accommodating the prescribed reasonable adjustments across your assessment items, including exams.

In exercising your duty of disclosure, you are to advise in a timely manner your needs in relation to your disability, including assessment related adjustments. If the disclosure is not provided in a timely manner, reasonable adjustments may not be able to be provided. In such instances, it may be appropriate for you to seek special consideration or defer your assessment.

To assist with the identification of appropriate reasonable adjustments, you are required to supply appropriate supporting documentation about the nature and impact of your impairment/medical condition. Such evidence must be an accurate reflection of your current impairment/medical condition and may include appropriate medical or other professional advice, reports from previous educational institutions or government and community agencies. In determining whether an adjustment is reasonable, Student Disability and Accessibility may seek an independent expert review to determine whether the proposed adjustment is appropriate within the specific program/course.

To protect Griffith's integrity of qualifications the Course Convenor, when determining whether an adjustment to assessment is reasonable, needs to ensure the relationship between the assessment methods, the standard of achievement and the learning outcomes expected for the program and its courses are maintained. An adjustment to assessment should not undermine the following characteristics of effective assessment:

- valid – the assessment measures the learning outcomes of the course
- reliable and consistent – levels of achievement are determined against specified criteria and are consistent when more than one assessor marks the work or when one assessor marks the work on different occasions
- transparent – a clear relationship exists between the assessment task and the learning outcome/s for which a level of achievement is to be measured
- fair – all students have the same opportunity to demonstrate successful achievement of the learning outcomes

- effective and efficient – for example, (i) identifying the most reliable and valid method(s) to ascertain whether a student has met the required standards, and with an emphasis on the quality and not the quantity of assessments in being able to achieve this; (ii) ensuring that feedback is provided at the most appropriate points to facilitate student learning and is focused and accessible to enable student uptake of feedback.

Exemptions or exclusions from assessment tasks based on disability are not reasonable adjustments. An alternative assessment task could be considered to be a reasonable adjustment so long as the task meets the inherent requirements of the set assessment task. The academic requirements of the course or program must be maintained, to demonstrate that course and program learning outcomes have been met notwithstanding any adjustments that are made.

### 3.14 Should I expect feedback on my assessment?

Examiners are required to provide feedback to you on your performance in assessment tasks conducted during and at the end of the teaching period. The examiner's feedback of your performance in an individual assessment task should be clear, informative, timely and relevant. It should indicate what you did well, what let you down (if anything), and how to improve.

### 3.15 Can I appeal my mark for assessments and my final grade?

If you have concerns about how marks have been awarded for an individual assessment, you should discuss these with your 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.

You can appeal your final grade under the *Student Review and Appeals Policy* based on an error in the calculation of the final grade awarded to you. Support is also available through SRC/GUPSA/Guild/GCAP advocacy services.

## 4.0 Definitions

TERM	DEFINITION
<b>ACADEMIC INTEGRITY</b>	Is about ensuring the integrity of the University's courses or programs and assessment requirements and processes, so that you are able to present yourself as having the appropriate knowledge, experience and expertise implicit in the holding of a particular award.
<b>ASSESSMENT</b>	Includes formative and summative learning processes and activities to support your understanding of task requirements and the processes of forming a judgement about the quality and extent of your achievement or performance, and therefore by inference a judgement about your learning.
<b>ASSESSMENT TASK</b>	Is a specific, discrete learning activity designed to obtain evidence about your achievement of the learning outcomes of a course. Tasks can be formative or summative, including but not limited to, assignments, essays, presentations, performance, exhibition or exams. Assessment tasks indicate progress towards the desired learning outcome(s).

TERM	DEFINITION
<b>ALTERNATIVE ASSESSMENT</b>	Is the substitution of a different form of assessment to accommodate disability(ies).
<b>COLLABORATION</b>	The process of shared creation where you work in groups of two or more and are dependent on, and accountable to, each member in the group for the purpose of completing an assessment task.
<b>COLLABORATIVE ASSESSMENT TASKS</b>	A practice to enable you to develop and practice critical skills (communication, conflict resolution, problem solving and teamwork) while also enabling a deeper understanding of a concept or issue that could not have been acquired by working in isolation. A key expectation of collaborative assessment is that all members of your group participate fully in the process and can share in the benefits of collaboration.
<b>COURSE CONVENOR</b>	The academic staff member appointed by the Head of School to have responsibility for the management of teaching and assessment of a course, including developing course assessment plans, standard setting with the teaching team, undertaking and guiding moderation processes including coordinating moderation between examiners through Assessment Panels, where applicable, and recommending grade cut-offs and grades to the School Assessment Board. Where a course is offered on more than one campus, this role is undertaken by the Primary Course Convenor, who is responsible for assuring that the assessment standards and outcomes are consistent across all campus offerings of the course.
<b>DUTY TO DISCLOSE</b>	Refers to a responsibility or agreement to disclose information that may be relevant in the decision-making process.
<b>DISCLOSURE STATEMENT</b>	Griffith has a Disclosure Statement and all students are encouraged to disclose their disability for the purpose of making reasonable adjustment for assessment tasks.
<b>EXAMINER</b>	An academic staff member who is responsible for assessing any aspect of your performance in a course, moderating that performance in relation to set standards and assigning marks. The examiner may be internal or external to Griffith. Examiners are required to provide feedback to you on your performance.
<b>FEEDBACK</b>	<p>The main form(s) of feedback for your course will be specified by your Course Convenor. Feedback may be informal on formative pieces of work to support your learning and/or summative in providing guidance on the extent to which you have met the learning outcomes of a course. This summative feedback may be useful in supporting your development of work in further courses.</p> <p>Feedback can take a variety of forms (e.g., comments in online forums; email feedback; written feedback, verbal feedback). See also the sections on peer- and self-assessment below.</p>

TERM	DEFINITION
<b>FORMATIVE ASSESSMENT</b>	Includes tasks that are designed to support your progression towards final summative assessment. Tasks are used to evaluate comprehension, your academic progress and learning needs in the course. Formative assessment is most frequently used informally and to measure progress rather than attainment. Formative assessment may in certain circumstances contribute marks towards final assessment, and/or be a precondition to being able to proceed to summative assessment.
<b>HEAD OF SCHOOL</b>	The academic staff member appointed by the University Council who reports to the Dean (Academic) and is responsible to the Dean (Learning and Teaching) for ensuring compliance with University and professional accreditation processes and the quality assurance of courses including assessment.
<b>PROCTOR</b>	An academic staff member, postgraduate student (not proctoring postgraduate courses) or person external to the University employed on a casual basis, responsible for the proper and efficient conduct of an exam.
<b>LEARNING OUTCOME</b>	Is comprised of the knowledge and skills, and the application of that knowledge and skills, that you have acquired and developed and can demonstrate as a result of learning in the course.
<b>PEER ASSESSMENT</b>	Is where you are involved in the assessment of the work of other students. Peer assessment may be used to develop your ability to work collaboratively, to be able to make constructive assessments of the work of others and respond positively to assessments of your own work. Peer assessment may comprise peer feedback to support your understanding of the assessment process as part of formative assessment. It may also be used summatively to award marks for individual and group work.
<b>PROGRAM DIRECTOR</b>	The academic staff member appointed by the Group Board responsible for the program and for assuring the overall pattern of assessment, to which individual Course Assessment Plans within the relevant Course Profiles contribute, achieves the stated outcomes of the program. The relevant Program Director is a member of the School Assessment Board and, where relevant, Assessment Panels (see below). The Program Director is responsible for making decisions on assessment matters pertaining to the progress of students through the program.
<b>SELF-ASSESSMENT</b>	Is where you are involved in the assessment of your own work. Self-assessment may be used to develop your ability to think critically and systematically about your learning. It is about having a clear understanding of what constitutes good work, being able to accurately assess the quality of your own work using assessment criteria, and knowing what strategies to use and how to apply them in order to successfully meet the assessment requirements.

TERM	DEFINITION
<b>SCHOOL ASSESSMENT BOARD</b>	Facilitates the quality assurance of assessment and moderation practices.
<b>STUDENT</b>	A person who has an active enrolment status in a course at Griffith.
<b>SUMMATIVE ASSESSMENT</b>	Summative assessment tasks are used to evaluate the extent to which you have met the required course learning outcomes. The assessment item is awarded a mark which contributes to the final grade awarded to you in the course.
<b>TEACHING TEAM</b>	Academic staff teaching in a course are responsible for conveying to you clear advice about the aims and the desired learning objectives of the course, the assessment requirements, the relationship between the assessment requirements and the expected learning outcomes, the relative weighting of assessment components, and the application of agreed standards. The Teaching Team is responsible for reviewing and moderating the marks and comments of individual examiners to assure consistency in academic achievement standards.



## **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, your convenors and teachers should, where 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, your convenors and teachers should, where 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 for all those engaged in curriculum delivery to enhance shared understanding of assessment requirements.

**To promote holistic assessment design, your convenors and teachers should, where 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. Canvas) and other relevant sources from the start of the teaching period 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 & summative tasks and deadlines; key resources for each activity.

## 5.0 Information

Title	Assessment Procedure for Students
Document number	2024/0000003
Purpose	This procedure sets out the information students need to know about assessment submission, feedback and marking.
Audience	Student and staff
Category	Academic
Subcategory	Learning and Teaching
Approval date	18 January 2024
Effective date	Trimester 1, 2024
Review date	2026
Policy advisor	Senior Manager, Exams and Timetabling
Approving authority	Deputy Vice Chancellor (Education)

## 6.0 Related Policy Documents and Supporting Documents

Legislation	<a href="#">Higher Education Support Act 2003</a> <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a>
Policy	<a href="#">Assessment Policy</a> <a href="#">Student Review and Appeals Policy</a>
Procedures	<a href="#">Assessment Procedure for Staff</a> <a href="#">Student Review and Appeal Procedures</a> <a href="#">Calculation of Grade Point Average</a>
Local protocols	NA
Forms	NA