

Assessment Policy and Procedures

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1. PURPOSE

This Assessment Policy and these Procedures outline the guiding principles and procedures for designing, delivering, and governing the assessment processes at Barton Business School ("BBS") to ensure that assessment tasks are constructively aligned with learning outcomes.

This policy and these procedures align with the requirements of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) and the [Australian Qualifications Framework \(AQF\)](#).

2. SCOPE

This policy and these procedures apply to all academic assessments conducted by BBS. They apply to all students, academic staff, and Board/Committee members involved in designing, administering, or making decisions relating to the assessment of units offered by BBS. This policy only applies to summative assessments. Nonetheless, where appropriate, formative assessments will also be used to provide students with timely feedback on their learning progress.

3. DEFINITIONS

Refer to BBS's *Glossary of Terms*.

4. POLICY

- a. Assessment is the process of collecting evidence and making judgments about the extent to which students at BBS have achieved the intended learning outcomes of a unit.
- b. Assessment is an integral component of student learning and is used to measure a student's academic progress and standard of achievement at a given time.
- c. Moderation of assessment must ensure comparability of student performance standards across units, assessments, and markers.
- d. Assessment must be moderated in support of BBS's commitment to continuous improvement and quality assurance of its units and courses (refer to *Course Monitoring and Review Policy and Procedures*).

4.1. POLICY PRINCIPLES

The primary principles that underpin this policy are:

- a. To enhance the quality of student learning, BBS is committed to a fair, equitable, and transparent procedure for the design and administration of assessment and moderation.
- b. BBS must provide valid and reliable assessment information in accordance with standards in which students, accrediting bodies, and potential employers can have confidence.

- c. BBS must develop learning outcomes and assessment criteria to validate students' achievements and success at the relevant AQF level.
- d. Assessment criteria must be explicit, appropriately defined, and based on academic standards and levels.
- e. Assessment, moderation, and grading processes at BBS must support BBS's learning and teaching practices.
- f. BBS must design assessments to promote learning and measure students' achievements against defined learning objectives.
- g. The purposes of assessment are to provide:
 - i. feedback to students on the effectiveness of their learning as they progress through their unit.
 - ii. an indicator of any need for support or intervention.
 - iii. an indicator for the lecturer of the effectiveness of teaching delivery.
 - iv. benchmarks for the Learning and Teaching Committee ("LTC") and the Academic Board ("AB") on the effectiveness of teaching and learning at BBS.
 - v. evidence for professional bodies and potential employers that students have attained a specific level of understanding of the unit content.
- h. The assessment tasks and processes for each unit must be provided in the unit outline.
- i. Every unit must be assessed using at least three different assessment tasks and a maximum of four.
- j. Some forms of assessments must be used in a unit to provide students with timely feedback on their learning progress.
- k. Feedback following an assessment must be timely, informative, and constructive.
- l. Grading processes for assessments must be transparent and reflect the extent to which each student has achieved the learning outcomes stated for the unit.

4.2. ASSESSMENT METHODS

- a. BBS must use various assessment methods appropriate to the individual unit's nature.
- b. A combination of the following forms of assessment items must be used (additional forms of assessment that are not listed below may also be used with prior approval of the Course Coordinator and the Dean):
 - i. Essay
 - ii. Quizzes
 - iii. Written reports
 - iv. Case-study analyses and reports
 - v. Projects (individual and/or team)
 - vi. Reflective journals
 - vii. Class participation
 - viii. Oral Presentations
 - ix. Examinations
 - x. Application-based assessments

4.3. COMMUNICATION OF ASSESSMENT REQUIREMENTS

- a. Before the commencement of each study period, Unit Outlines for all units must be available for students on the BBS Learning Management System (LMS). A Unit Outline must include the following:
 - i. assessment tasks, including how they relate to unit learning outcome(s);
 - ii. assessment expectations, including a prohibition on cheating and a requirement to declare how tools (e.g., artificial intelligence software) have been used to prepare an assessment, and the extent to which the tools have been used;
 - iii. due dates;
 - iv. all requirements for successful completion of the unit;
 - v. how assessment tasks relate to course-specific graduate attributes and course learning outcomes.
- b. An Assessment Brief for each assessment must be available to students on the LMS. It must include the following:
 - i. the details, format, and weighting of the assessment task;
 - ii. the unit learning outcomes addressed by the assessment task;
 - iii. assessment task due dates, the consequences of late submission, and the expected dates of return of grades and feedback on the assessment task;
 - iv. adequate and clear instructions on how, where, and when assessment tasks are to be submitted
 - v. the required style guide and referencing citation system;
 - vi. a clear statement on the nature and importance of academic integrity and the unacceptability of breaches of academic integrity (refer to *Student Academic Integrity Policy and Procedures*);
 - vii. marking rubric with weighting for each criterion;
 - viii. how students with disabilities may apply for variations to assessment and teaching methods;
 - ix. how and under what circumstances individual students may apply for special consideration in the unit.
- c. At the commencement of each unit, the lecturer/tutor must draw each student's attention to the Unit Outline, the Unit Assessment Brief, and BBS's *Assessment Policy and Procedures*.
- d. For online assessments, students must be informed of system requirements and be provided with instructions and training for sitting online assessments at least two (2) weeks before the assessment date.
- e. For examinations, the examination coversheet must be posted by the lecturer/tutor as an announcement on the LMS at least two (2) weeks before examination week.
- f. An examination coversheet must indicate the following:
 - i. the topics to be covered in the examination;
 - ii. the types of questions to be used (e.g., multiple-choice, short text answers, problem-solving, case study);
 - iii. the relative marks associated with each question;
 - iv. the approximate time students should allocate to each section of the examination to ensure they allow enough time to complete all questions.

4.4. REASONABLE ADJUSTMENT

- a. A student with a disability, impairment, or medical condition may request a reasonable adjustment to an assessment task to accommodate their specific needs (refer to *Diversity, Equity, and Inclusion Policy*).
- b. Adjustments to assessment must balance equity (all students) with fairness (e.g., considering the special needs of the requesting student).
- c. Adjustments may involve varying the procedures for conducting an assessment, such as:
 - i. allowing additional time for the completion of an assessment;
 - ii. changing an assessment's question and response modalities;
 - iii. providing or allowing additional resources in examinations.
- d. Any adjustments made must be 'reasonable' and not impose an unjustifiable hardship upon BBS, unfairly treat the requesting student, or provide an unreasonable advantage to the requesting student.
- e. A request for reasonable adjustment must be made by the student in writing to the lecturer/tutor for the unit or by the Student Wellbeing Officer on behalf of the student.
- f. The granting of reasonable adjustment for a student must not be considered as precedence for future students. Each case for reasonable adjustment must stand or fall on its own merits.
- g. Reasonable adjustments must be communicated to and approved by the Course Coordinator.

5. PROCEDURES

5.1. ASSESSMENT DEVELOPMENT

- a. Assessments must be developed to maintain academic standards, engage students in learning, and produce evidence of learning (refer to *Course Design and Development Policy and Procedures*).
- b. Each unit learning outcome must be assessed by at least one assessment task.
- c. The course coordinator will check that weightings of assessment tasks are proportionate to the relative significance of the task to the unit learning outcome.
- d. Students must receive timely, ongoing feedback on their progress.
- e. Each unit must have at least three (3) assessment tasks and maximum four (4) assessment tasks.
- f. Where appropriate, BBS must design assessments to include an early task or activity that enables early identification of students who may be at risk of not achieving satisfactory course progress.
- g. Other assessments must be spread across the semester to give students enough time for reflective learning (free from the pressure created by deadlines).
- h. Any assessment within a unit will have a minimum of 10 percent and a maximum of 50 per cent weighting of the final grade for a unit.
- i. In developing assessment tasks, BBS must consider any special requirements (if any) by the relevant professional/accreditation body.
- j. At least one assessment task per unit must be marked and returned to students with feedback before Week 6 of the semester.
- k. Online assessment tasks must consider the following:
 - i. equity with traditional forms of assessment;
 - ii. effectiveness of the online assessment;
 - iii. resource and technical considerations;

- iv. academic integrity issues.
- l. For team assessment tasks, the marking criteria must be designed to ensure fairness to all students based on their individual contribution and collaboration. Team assessments should generally have a maximum weighting of 30%. However, in specific cases where collaborative work is essential to achieving the learning outcomes, such as Capstone units, a higher weighting, including up to 100%, may be permitted if appropriately justified.
- m. BBS may use a peer assessment tool such as [SPARK^{PLUS}](#), [ITP Metrics](#), [CATME](#), or any other credible tool for team-assessment tasks. The Academic Board must approve the use of such a tool prior to implementation.

5.2. ASSESSMENT SUBMISSION

- a. An Assessment Brief must contain adequate, clear instructions on the due dates for submission and how and where assessment tasks must be submitted.
- b. Each student is responsible for submitting assessments completely, correctly, and on time.
- c. In the case of team-based assessment tasks, the team members are jointly and severally responsible for submitting assessments by the due date and time and according to the instructions provided.
- d. Students must declare that they are submitting their own work and that they have not breached the *Student Academic Integrity Policy and Procedures*.
- e. Students must submit assessments electronically through the LMS by the due date or by attendance at an examination or performance on the designated date.
- f. Students must include an assessment cover page with the following details:
 - i. Student's ID and name.
 - ii. Unit code and unit name.
 - iii. Assessment number and name.
 - iv. Lecturer's/tutor's name.
 - v. Date of submission.
 - vi. Declaration of authorship.
 - vii. Declaration about whether any tools (e.g., artificial intelligence software, writing-enhancement software) have been used to prepare the assessment, the ways the tools have been used, and the extent to which the tools have been used.
- g. Students must acknowledge all sources of information used in submitted work using appropriate referencing methods.
- h. Work completed by another person or tool and not declared or cited correctly will be considered a breach of academic integrity (refer to *Student Academic Integrity Policy and Procedures*).
- i. Students must keep a copy of all assignments that they have submitted for assessment.
- j. An assessment task is late for submission when it is not submitted by the due date and time or by the agreed extension date and time.
- k. Late assessment tasks are subject to a penalty of 10 percent of the awarded mark per working day or part thereof unless approved extensions on assessment were granted.

5.3. EXAMINATION

Any invigilated examination must comply with the following examination rules (approved by the AB):

- a. The official examination period for each semester must be published in BBS's academic calendar.
- b. Students are responsible for checking the timetable of their examinations.
- c. Students must arrive at least twenty (20) minutes before the published examination commencement time.
- d. Students who arrive more than thirty (30) minutes after the published start time must not be allowed to enter the examination room and must receive a zero mark for the assessment.
- e. Students seeking an alternative assessment task due to unexpected or extenuating circumstances must have made a written application to the lecturer along with appropriate evidence and documentation at least 24 hours before the examination.
- f. Students must comply with all the instructions given by BBS and set out on the examination paper.
- g. Attendance slips must be completed at the commencement of each examination undertaken.
- h. Students must bring their BBS-issued student photo ID card to the examination and display it on their examination desk.
- i. Students must be given ten (10) minutes of reading time at the start of an examination session.
- j. During the reading time, students must not be allowed to write in the examination script, mark the examination materials, do any calculations, or read any material other than the examination paper.
- k. Students must bring their own pencils, pens, rulers, erasers, and calculators.
- l. All electronic devices (other than calculators, where permitted) must be switched off and kept under the desk or as directed by the invigilator.
- m. If the invigilator suspects a student has cheated during an examination, the invigilator must complete an Examination Incident Report and submit this report to the Course Coordinator (refer to *Student Academic Misconduct Policy and Procedures*).
- n. The Course Co-ordinator must inform a student in writing within three (3) working days if the student has been reported for an alleged act of academic misconduct in an examination.

5.4. UNEXPECTED OR EXTENUATING CIRCUMSTANCES

- a. Students may be eligible for a variation to assessment arrangements when unexpected or extenuating circumstances impact their performance or ability to complete their assessment tasks by the due date.
A variation can take the form of:
 - i. an extension of time to submit an assessment task;
 - ii. an alternative in-class assessment arrangement;
 - iii. a deferred examination.
- b. Unexpected or extenuating circumstances are those beyond the student's control or for which there was no opportunity to prepare in advance. Such circumstances may include but are not limited to:
 - i. illness of the student or a close relative;
 - ii. unanticipated personal circumstances of a compelling nature;
 - iii. unexpected and significant work-related circumstances of a compelling nature.
- c. Students experiencing personal circumstances that significantly affect their participation or performance in an assessment task or examination may apply for special consideration where other processes are not applicable or are no longer possible because of the timing or severity of the circumstances.

- d. Students seeking an extension of time to submit an assessment task due to unexpected or extenuating circumstances must apply to the lecturer for an extension of time for submission by informing the lecturer in writing along with appropriate evidence and documentation at least 24 hours before the due date.
 - i. The lecturer may require that the student provide evidence of work-in-progress towards completing the assessment task to support their extension request.
 - ii. When an extension is granted, the lecturer must specify a new due date for the assessment task submission.
- e. Students seeking an alternative in-class arrangement of an assessment task due to unexpected or extenuating circumstances must apply to the lecturer by informing the lecturer in writing along with appropriate evidence and documentation at least two (2) working days before the scheduled class.
 - i. When an alternative arrangement is granted, the lecturer must specify this arrangement in writing to the student.
 - ii. The arrangement may be to complete the assessment task at an alternative time that is practicable, or the student may be required to demonstrate the relevant learning outcomes by some other means.
- f. Where a student cannot attend or remain for the original examination due to an unexpected temporary disability, medical condition, or other unexpected or extenuating circumstances, the student may apply for a deferred examination.
 - i. Applications for a deferred examination must be made in writing to the lecturer two (2) working days before the examination.
 - ii. Where the nature of the student's problem prevents the student from applying two (2) working days before the examination, the lecturer/tutor may accept such applications up to two (2) working days after the examination.
 - iii. In extenuating circumstances where the student could not adhere to the application timeframe, such as accidental injury requiring immediate hospitalisation without access to a computer, the Dean may approve an exemption of the application timeframes.
 - iv. The full range of grades must be available for a deferred examination.
 - v. Deferred examinations must be held before the commencement of the subsequent semester.
 - vi. The lecturer must advise students of the outcome of their application for a deferred examination no later than ten (10) working days after the final examination and before the subsequent semester.
 - vii. If unexpected or extenuating circumstances prevent the student from sitting or remaining for the duration of a deferred examination, the student must be awarded a result in the unit of Result Pending (RP).

5.5. SUPPLEMENTARY ASSESSMENT

- a. Supplementary assessment consists of a new item (or items) designed to give students an additional opportunity to demonstrate their satisfactory attainment of specific unit learning outcomes.
- b. Supplementary assessment may involve written or oral examinations, prepared papers, practical work, or a combination of assessments.
- c. Supplementary assessment is not a reassessment of the student's overall grade, an individual assessment item mark, or a deferred assessment.
- d. A student must pass the supplementary assessment to pass the unit.

- e. The Dean must make decisions on the award of supplementary assessment.
- f. Supplementary assessment is provided to support students' course progression and completion. A student must be granted supplementary assessment if the student meets all the following criteria:
 - i. achieves an overall result in the unit of between 45 percent and 49 percent;
 - ii. has completed all required assessment tasks for the unit;
 - iii. has met all attendance requirements that apply to the unit;
 - iv. has obtained at least a pass level grade in any specific component of assessment (other than an examination) for the unit where this is explicitly stated to be a formal requirement for the successful completion of the unit.
- g. The Dean has the discretion to grant supplementary assessment for a unit where a student does not meet the above criteria but is subject to unexpected or extenuating circumstances beyond the student's control or knowledge.
- h. Unless the Dean determines otherwise, supplementary assessment will not usually be granted where a student has mistaken the time of an examination or the due date of an assessment task.
- i. Where a supplementary assessment has been granted, only the grades of PA (Pass), NP (Non-Graded Pass for Satisfactory Performance), or FA (Fail) will be awarded.
- j. Supplementary examinations must be held before the commencement of the subsequent semester.
- k. If unexpected or extenuating circumstances prevent a student from sitting or remaining for the duration of the scheduled supplementary assessment, the student will be awarded a result in the unit of Result Pending (RP).

5.6. GRADING STANDARDS

- a. Assessment tasks within units are marked and graded according to the Schedule of Grades provided in Table 1 below. The Schedule of Grades explains each grade and the range of percentages to which the grades apply.

Table 1: Schedule of Grades

Grade Code	Grade	Summary Explanation
HD	High Distinction	Overall mark of 85% - 100%. All components of the unit were completed. Addresses all assessment criteria to an excellent standard (above expected). Demonstrates excellent levels of understanding of graduate capabilities and learning outcomes.
DI	Distinction	Overall mark of 75% - 84%. All components of the unit were completed. Most of the time, addresses all assessment criteria to a high standard. Demonstrates high levels of understanding of graduate capabilities and learning outcomes.
CR	Credit	Overall mark of 65% - 74%. All components of the unit were completed. Addresses most assessment criteria reasonably well. Demonstrating moderate to, and at times, high levels of understanding of graduate capabilities and learning outcomes.
PA	Pass	Overall mark of 50% - 64%. All components of the unit were completed. Demonstrates an understanding of graduate capabilities and learning outcomes. Basic comprehension and competency.
NP	Non-Graded Pass for Satisfactory Performance	Awarded in a unit that is only assessed on a pass or fail basis, where satisfactory performance is achieved.
AS	Advanced Standing	Credit has been granted through articulation or credit transfer or for a higher education qualification (in recognition of prior learning).
FA	Fail	Overall mark of 49% or below. All components of the unit were attempted. Does not achieve the assessment criteria adequately. Inadequate achievement of specified learning outcomes.
WF	Withdrawn Fail	Withdrawn after the census.
WD	Withdrawn	Withdrawn before the relevant census date.
AF	Absent Fail	Indicates that a student did not submit or sit any assessment events for a subject and that the student did not formally withdraw from the subject.
RP	Result Pending	A temporary administrative grade indicates that the result for an assessment or unit has not been finalised. Provides an interim result for units commonly due to an extension of time for submission, awaiting the outcome of a student academic misconduct allegation, an appeal, or a delay of marking.

- b. The final grade for each unit must reflect the student's cumulative achievement in all unit assessment tasks and the student's standard of performance in relation to the unit learning outcomes.
- c. An administrative grade may be applied where results are unavailable due to special circumstances or the approval of extensions of time, such as Withdrawn Fail and Result Pending.

5.7. GRADING AND MARKING PRACTICES

- a. Students must be assessed according to the unit learning outcomes and the relevant AQF level.
- b. The weighting of individual assessments depends on the nature of the unit and the learning outcomes to be achieved. Accordingly, individual assessments may differ in form and length across units.
- c. Grading and marking assessment tasks must be based on a specific marking rubric and completed carefully and fairly.
- d. A Course Coordinator must monitor student progress based on results submitted by the lecturers throughout the teaching period.
- e. Apart from examination answer scripts, all assessed work must be returned to students.
- f. All marks and grades must be recorded in the LMS.
- g. The Dean must provide a report to the AB summarising for each unit:
 - i. distribution of grades;
 - ii. nature of and number of breaches of academic integrity;
 - iii. nature of and number of appeals;
 - iv. nature of and number of variations to assessments (e.g., deferred assessments, supplementary assessments)
- h. The Dean must provide a report to the Academic Board that shows a comparison of the current semester's results with previous results for each semester over the last three years.
- i. The final grade should not be released to students prior to completion of all approval stages.

5.8. FEEDBACK TO STUDENTS

- a. Clear, continuous, constructive, informative, timely, and relevant feedback helps students to progress in their studies.
- b. Feedback may be made verbally, in writing, face to face, or online.
- c. Feedback must be provided to students within two (2) weeks of the assessment submission date.
- d. Feedback must be delivered respectfully to encourage students to enhance and improve their learning through constructive suggestions and correction (refer to *Feedback Policy and Procedures*).
- e. Feedback on final examination papers must be available only on request and under special circumstances.

5.9. MODERATION

- a. Moderation of assessment must be undertaken as part of the quality assurance and continuous improvement of teaching and learning activities.
- b. Moderation must be conducted by an academic staff member with expertise in the discipline of the unit being moderated. Where an internal discipline expert is unavailable, an external moderator with relevant expertise should be engaged to ensure consistency and academic integrity. The selection of external moderators should be approved by the Dean.
- c. Moderation must take place before final grades are released to students to verify that grading standards have been applied appropriately across student work.
- d. At the end of each semester, a representative sample of students' work must be moderated to determine the consistency of application of the marking schedule and adequacy of academic standards.
- e. If corrective action is needed, the Course Coordinator must consult the lecturer, and amendments must be made for future assessments.
- f. The Dean must keep records of all moderation.
- g. The Dean must provide a moderation report to the AB.

5.10. REVIEW OF ASSESSMENT MARKS

- a. In the first instance, students must contact the lecturer if they believe that there has been:
 - i. a calculation error in the totalling of marks for an assessment item or items;
 - ii. questions, or parts of questions, that have not been marked in an assessment item;
 - iii. little or no feedback was provided on the assignment.
- b. The lecturer/tutor must complete a check of the calculations or arrange for the original or another qualified marker to complete the marking or provide feedback relative to the marks awarded.
- c. If a student believes their assessment item has been marked incorrectly (separate from those listed above), they may apply to have the assessment item re-marked.
- d. The re-mark process is as follows:
 - i. The student must inform the lecturer in writing within five (5) working days of the release of the assessment result of their concerns about the assessment result.
 - ii. Within five (5) working days, the student must be advised if the re-mark is approved.
 - iii. The lecturer must engage an independent marker to re-mark the original assessment submitted:
 - If the original marking is accurate, the student must be informed within fifteen (15) working days of the re-mark request that the original mark allocation will stand.
 - If the difference between original marking does not accurately reflect the result of the assessment item, the result must be amended. The amended mark (higher or lower) must be recorded as the final result for that assessment item. The student must be advised of the amended mark within fifteen (15) working days of receiving the re-mark request.
- e. A student whose request for a re-mark is not granted or who wishes to lodge a grievance about the re-marking process (not the academic judgement used in re-marking their assessment item) will refer to the *Student Complaints and Appeals Policy and Procedures*.

5.11. APPEALS AGAINST FINAL UNIT GRADES

- a. A student may appeal against a final grade given for a unit only if they allege that one or both of the following outcomes has occurred:
 - i. compliance with this assessment policy and these procedures did not occur;
 - ii. the final grade is wrong or unfair.
- b. Students must contact the course coordinator to initiate the initial review process. The lecturer may either confirm the result or recommend to the AB that the grade be amended.
- c. If the dispute is not resolved to the satisfaction of the student by the process of the initial review and the student wishes to take further action, the student must, within twenty (20) working days of the notification of the grade, make a written request to the Dean that the final grade be reviewed. Their request must include detailed grounds for the request and indicate the nature of the review requested.
- d. The Dean must decide whether a review of the student's grade is justified.
- e. The Dean must notify the student within five (5) working days of the request for a review of their grade. being received, in writing, and the reasons for the decision.
- f. Where the Dean decides that a grade review is justified, they must arrange for this to occur within ten (10) working days.
- g. The review of a student's grade must be undertaken by an assessor independent of the original assessor. The independent assessor must be given:
 - i. all relevant documentation about the unit in question, including a description of its content, statement of assessment methods, information about assessment tasks, examination question papers, and any available information about standards expected for each grade;
 - ii. the student's examination scripts;
 - iii. any of the student's assessment tasks that are to be re-marked.
- h. Once the reviewer has independently determined a grade, they must discuss this grade with the original assessor and endeavour to reach an agreed final grade. If an agreement cannot be reached, the Dean must mediate. If an agreement is still not possible, the Dean must determine the review's outcome.
- i. If an amendment to the grade is recommended as the outcome of a review, the amendment must be submitted to the AB for approval.
- j. Within five (5) working days of the completion of a review of a final unit grade, the Dean must notify the student in writing of the outcome of the review and the reasons for the decision. The Dean must also advise the student of the right to appeal the decision if the student believes there are grounds for appeal. Such an appeal may only be made on one or both of the following grounds:
 - i. the appropriate policy was not adhered to, or correct procedures were not followed in considering the matter;
 - ii. the decision was made without due regard to facts, evidence, or circumstances.

6. COMPLAINTS AND APPEALS

Complaints and appeals concerning any decision taken in relation to this policy and these procedures must be made in accordance with the *Student Complaints and Appeals Policy and Procedures*.

7. VERSION CONTROL

Document title	Assessment Policy and Procedures	
Approved By	Academic Board	
Date of Review	This document is to be reviewed every two years at a minimum from the date of final approval.	
Related Documents	<ul style="list-style-type: none"> • Student Academic Integrity Policy and Procedures • Academic Progression and Student At Risk Policy and Procedures • Course Design and Development Policy and Procedures • Course Monitoring and Review Policy and Procedures • Diversity, Equity, and Inclusion Policy • External Referencing and Benchmarking Policy and Procedures • Feedback Policy and Procedures • Learning and Teaching Plan • Staff Complaints and Appeals Policy and Procedures • Student Wellbeing and Support Policy and Procedures • Assessment Brief, Tasks, Rubrics, and Solutions 	
Related Legislation and References	<ul style="list-style-type: none"> • <u>Higher Education Standards Framework (Threshold Standards) 2021</u> • <u>Tertiary Education Quality and Standards Agency (TEQSA) Act 2011</u> • <u>Australian Qualifications Framework</u> 	
Version	Notes	Date Approved
1.0	<ul style="list-style-type: none"> • The first draft tabled in the LTC004 meeting • Minor changes were suggested by the LTC in sections 4.2, 4.3, 5.1,5.3,5.7,5.8 and 5.10 	
1.1	<ul style="list-style-type: none"> • Minor changes made in Section 5.5 	
2.0	<ul style="list-style-type: none"> • Document approved subject to minor changes in sections 5.1, 5.2, 5.3,5.5, and 5.8. 	31/03/2023
2.1	<ul style="list-style-type: none"> • The Academic Board changed the term 'group work' to 'team work'. Further changes were made regarding capping the weightage of team assessments at 30%. 	
3.0	<ul style="list-style-type: none"> • Further recommendations from LTC and ARC in relation to the use of Artificial Intelligence (AI) and other improvements were recommended to AB. • AB approved this document with change in the scope to clarify this policy applies to summative assessments, 4.1 i) to include feedback for students, 4.3 a, ii) declaration for any use of AI, 5.1 assessment due date clarifications, 5.2 assessment submission to include joint responsibility for team 	14/07/2023

	based assessments and declaration whether any AI software tools have been used, 5.6 Grading change to 2 letters and additional grades for Withdrawn and Absent Fail.	
3.1	<ul style="list-style-type: none"> Document approved subject to changes in sections 4.4, 5.1, 5.2, 5.3, 5.5, 5.6, 5.7, 5.9 and 5.11. This update includes the recommendations by the external reviewers. 	13/10/2023
3.2	<ul style="list-style-type: none"> Minor change made in section 5.1 relating to cross-referencing of other related BBS policies and procedures. 	14/03/2024
4.0	<ul style="list-style-type: none"> The AB approved this document with updates in sections 5.1 and 5.9. 	07/02/2025