

# ASSESSMENT PROCEDURE

<b>Procedure Name</b>	<b>Assessment Procedure</b>
<b>Procedure Number</b>	A004
<b>Approval Authority</b>	Board of Directors
<b>Responsible Officer</b>	Dean and Principal
<b>Operational Responsibility</b>	Academic Manager
<b>Purpose</b>	This procedure aims to establish systems and principles aligned to the assessment of student work within Higher Education units at LCI Melbourne (LCIM).
<b>Scope</b>	The policy applies to all accredited units offered and is binding on all Academic staff and students.
<b>Procedure Statement</b>	<p>LCIM defines and develops learning outcomes and assessment criteria to confirm students' achievements and success at particular award levels as specified by sector standards and the Australian Qualifications Framework (AQF). Assessments are designed to measure student performance against unit learning outcomes, to promote learning, achieve graduate outcomes and enhance student attributes.</p> <p>LCIM sees learning and assessment as part of an ongoing feedback process. The assessment provides information on learning that has taken place in order to foster and further develop future learning. The assessment policy and procedure supports the learning and teaching plan, policy and procedure.</p>
<b>Procedure</b>	<p>This procedure has rights and responsibilities for the following all LCIM Academic staff and students.</p> <ol style="list-style-type: none"> <li>1. <u>Confirmation of Assessment</u> <ul style="list-style-type: none"> <li>• Each assessment task is based on curriculum documentation</li> <li>• All unit learning outcomes are met through assessment</li> <li>• Students are provided a current unit outline for each unit. The scope and nature of assessment is as stated in the unit outline and provided to the student in Week 1 of class.</li> </ul> </li> </ol> <p>Unit Outlines specify the following:</p> <ul style="list-style-type: none"> <li>• The weighting of each task</li> <li>• The due date of submission</li> <li>• The submission criteria</li> <li>• Required resources</li> <li>• Associated learning outcomes for each task</li> </ul>

Changes to the nature, weighting or due date of assessment tasks made after week 1 of providing the unit outline may be made if required. Any necessary modifications to the scope or nature of any assessment task made are to be communicated to all students enrolled in the subject in writing via Omnivox/Mio and applied so that no student is disadvantaged by the modification.

## 2. Types of Assessment

Various types of assessment are included in each unit.

This may include;

- Written
- Visual
- Verbal
- Research
- Review (Panel/Peer)

All assessment will be a combination of formative and summative feedback and grading.

Students are provided with an up to date Academic Style Guide and submission criteria with regards to Academic writing and referencing.

## 3. Assessment Grading

- All unit assessment results are graded
- Grades are applied consistently in accordance with the provided descriptors as per the table below:

RESULT	SYMBOL	MARK RANGE
High Distinction	HD	80-100%
Distinction	D	70-79%
Credit	C	60-69%
Pass	P	50-59%
Fail	F	0-49%

- Assessment tasks must be marked according to the criteria provided to students in the Assessment Guide.
- Each assessment task contributes to the overall unit grade. A Transcript of Academic Record will list unit results in accordance with the above descriptors.
- Assessments are moderated and validated against unit grading criteria, benchmarking and learning outcomes discussed among Academic Staff as required.

## 4. Course Grading

- LCIM reports and issues graded qualifications (A Testamur) based on the marks achieved across all graded units that

contribute to the grading of the qualification.

#### 5. Feedback

- Assessments are spread across the study period to ensure feedback informs subsequent assessments in a timely manner.
- Feedback should be informative and constructive in order to promote and further develop learning. Aligning to the specified unit learning outcomes, feedback should provide guidance on how to further improve and develop strategies for future tasks.
- Feedback is communicated to students in various ways. It is the student's responsibility to note and accept formative assessment feedback. Feedback is sought and provided in a timely manner.
- Evaluative feedback from students in relation to assessment is incorporated by Academic staff into Unit reviews, learning and teaching strategies and future assessments as part of the learning and teaching plan.

#### 6. Submission

The Assessment Guide details assessment submission criteria and requirements. Academic staff are to advise students of Assessment requirements by providing them the Assessment Guide in the first week of class.

The following process applied to Assessment submissions:

- Assessment are to be submitted as per the submission criteria as stated in the Assessment Guide for each unit.
- Where hard copy submissions are required and made they are to be accompanied with an LCIM Assessment Cover Sheet and uploaded to Omnivox accordingly when submitting the assessment.
- Late submissions incur penalties (see section 8)

#### 7. Special Consideration

A student may apply for special consideration if they consider that illness or misadventure adversely affected their performance in an assessment task or they were prevented from attendance or submission of a task due to circumstances beyond their control, such as serious illness or hospitalisation.

Special consideration can only be granted due to compassionate or compelling circumstances that are generally beyond the control of the student and which have an impact upon the student's course progress or wellbeing. These include, but are not limited to:

- Serious illness or injury, where a medical certificate states that the student was unable to attend classes
- Special disabilities or special needs

	<ul style="list-style-type: none"> <li>• Bereavement of close family members (where possible a death notice should be provided)</li> <li>• Major political upheaval or natural disaster in the home country requiring emergency travel and this has impacted on the student's studies</li> <li>• A traumatic experience which could include: <ul style="list-style-type: none"> <li>○ Involvement in / or witnessing a serious accident</li> <li>○ Witnessing or being the victim of a serious crime (and this has impacted the student – these cases should be supported by police or psychologist's reports)</li> <li>○ Religious Beliefs (A supporting letter from the student's imam, pastor, rabbi or equivalent spiritual or community leader should be provided)</li> <li>○ Compulsory absence (A copy of the summons, subpoena, court order or notice of selection for jury duty should be provided)</li> <li>○ Other situations not specified above where supporting documentation is considered by LCIM.</li> </ul> </li> <li>• Special consideration is divided up into three categories: <ul style="list-style-type: none"> <li>○ Extension of time</li> <li>○ Adjustment of assessment mark (as a consequence of circumstances beyond the student's control affecting the assessment outcome)</li> <li>○ Reasonable adjustment of assessment task (where the student has a specific disability or special need)</li> </ul> </li> <li>• The following process applied to students who apply for special consideration: <ul style="list-style-type: none"> <li>○ The application should be made as soon as practical prior to the assessment task due date once the compelling circumstances are identified</li> <li>○ Students must complete and submit an Assessment extension application or a Special Consideration Form to be submitted to student services</li> <li>○ The Student Services Coordinator will arrange a meeting with the student, the Academic team and Student Services to develop a learning plan outlining the special consideration arrangement.</li> <li>○ The learning plan must detail the arrangements including time frames and deliverables.</li> <li>○ The Dean &amp; Principal in consultation with the Academic Manager will consider and approve the learning plan to ensure its fair and equitable and advise the Student Services team of their decision.</li> </ul> </li> </ul> <p>8. <u>Late Submissions</u></p> <p>An assessment task is considered 'late' when it is not submitted by the due date or by the agreed extension date. Work submitted after the due date or agreed extension date will receive a deduction of 10% of the mark for each business day thereafter.</p> <p>Any work submitted after 10 business days without an arrangement for special consideration will receive a fail grade.</p>
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All assessments must be attempted and submitted in order to progress in their course at LCIM.

#### 9. Processing and Recording Results

Academic Staff are required to formally record results for each unit and submit them via Omnivox for review and final approval. Results are submitted to the Academic Committee and Student Services for sign off at the end of each study period.

Assessment tasks are marked and returned to students within two weeks of the submission date.

Unit results are signed off by the Academic Committee, who then authorises Student services to publish and certify the results.

Students can access their results and feedback via Omnivox.

#### 10. Moderation

Assessment moderation is the review of assessment decision making to ensure consistency in grading.

Moderation at LCIM is undertaken as noted in the Learning and Teaching policy and procedure.

#### 11. Benchmarking

Assessment benchmarking refers to an activity of process that compares assessments against a benchmark or standard, internally or with external partners.

Benchmarking of assessments may include:

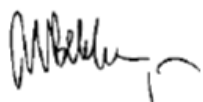
- Comparing assessments across the LCI network
- Comparing assessment items and tools with other higher education providers
- Establishing externally set and marked assessments – within the professional industry
- Developing benchmarked assessments as part of student portfolios

Benchmarking at LCIM is undertaken as per the Benchmarking policy and procedure.

#### 12. Academic Misconduct

Students are advised to adhere and practice academic integrity, honesty and to avoid plagiarism, cheating, fraud or collusion, including making false declarations or submitting false documents when submitting assessments, requesting extensions, late submissions or re-submissions.

	<p>LCIM has an Academic Integrity Policy and Procedure which outlines what constitutes academic misconduct.</p> <p>13. <u>Appealing an Assessment Result</u></p> <p>If a student is dissatisfied with an assessment result, the student should approach the Academic staff member and the Academic Manager in the first instance to discuss and/or request a review of the assessment.</p> <p>If the student remains dissatisfied with the outcome of a review the student can lodge a formal grievance in writing to the Dean and Principal.</p> <p>Refer to the LCIM Academic Complaints and Appeals Policy and Procedure.</p> <p>14. <u>Review of Assessment</u></p> <p>The Academic team is responsible for the regular review of assessment practices and learning and teaching activities at LCIM.</p> <p>LCIM have a range of quality assurance systems and processes in place to ensure feedback and unit reviews, input from academic staff, students and industry is collated and reviewed for consideration.</p> <p>In accordance with the learning and teaching plan recommendations for change are taken to the Academic Board for consideration.</p> <p>LCIM understands and acknowledges the importance between assessment outcomes and unit design and delivery. LCIM endeavours to seek to continuously improve on course design and assessment strategy.</p> <p>15. <u>Record Keeping</u></p> <p>Records of assessment results are stored electronically with LCIM Student Services for a minimum period of 30 years.</p>
<p><b>Relevant Legislation</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Higher Education Standards Framework (Threshold Standards) 2015</a></li> <li>• <a href="#">2016 Higher Education Support Act (2003)</a></li> <li>• <a href="#">Australia Qualifications Framework (AQF)</a></li> <li>• <a href="#">Education Services for Overseas Students Act 2000 (ESOS)</a></li> <li>• <a href="#">Commonwealth Register of International Courses for Overseas Students (CRICOS)</a></li> </ul>
<p><b>Key Related Documents</b></p>	<p>Assessment Policy  Learning and Teaching Policy and Procedure  Academic Integrity Policy and Procedure  Benchmarking Policy and Procedure  Academic Complaints and Appeals Policy and Procedure</p>

Date Approved	10 February 2020		
Date of Commencement	11 February 2020		
Date for Review	Q4 2022		
Documents superseded by this Procedure	LCI Melbourne Unit Assessment Policy 2017		
Amendment History	New Procedure		
Signed and dated for LCI Melbourne		Prof Warren Bebbington	10 February 2020

INFORMATION FOR PUBLISHING ON POLICY REGISTER	
Policy/Procedure Category	Academic
Responsible Officer	Dean and Principal
Review Date	Q4 2019
Approved by	
Academic Board	
Change and Version Control	

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	LCI MELBOURNE Student Assessment.pdf	12.2014	12.2017
1.1	Academic Dean	Merged data from LCI MELBOURNE Course Progression and LCI Vancouver Policies	12.2017	01.2018
2.0	Academic Dean	Superficial changes – updated language for consistency eg program leader to discipline leader, course to unit, program to course	08.2018	08.2018
1.0	Dean and Principal	New policy and procedure	02.2020	02.2020