



**MONASH** University  
Education

# **ASSESSMENT POLICY**

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## INTRODUCTION

The purpose of this document is to provide students and staff of the Faculty of Education with a statement of Faculty policy and procedures regarding student assessment. This Faculty Assessment Policy applies to all units in courses offered at Undergraduate and Pre-Service, Postgraduate and Research Degree levels in the Faculty of Education, Monash University. It is the responsibility of students and staff to familiarise themselves with this Assessment Policy and to ensure that they comply with University statutes and regulations, and meet the assessment requirements in all units that they undertake.

Students who consider themselves under disadvantage where there is a discrepancy between the University Policy and the Faculty of Education Policy should seek advice from Faculty of Education Student Services staff and/or their Course/Pathway Advisor before completing assessment tasks and examinations.

## PRINCIPLES OF ASSESSMENT IN THE FACULTY OF EDUCATION

The Faculty of Education Assessment Policy is based on assessment research and is consistent with the Monash University Assessment Policy at

<http://www.policy.monash.edu/policy-bank/academic/education/assessment/index.html>

The following six principles form the basis of the Faculty of Education's assessment practices.

### 2.1 Assessment is aligned with desired outcomes

Monash University Graduate Attributes, course goals and unit outcomes are clearly evident in the assessment practices so that students' learning is appropriate for their particular higher education program and for their futures.

### 2.2 Assessment contributes to and shapes students' learning

Assessment is:

**Challenging.** Assessment is challenging, relevant and productive and provides opportunities for students to demonstrate evidence of substantial learning. Assessment challenges students to revisit prior understandings of theoretical and practical issues. The level of complexity of tasks is appropriate for the level of study.

**Engaging.** Assessment is structured in such a way that students are motivated to engage in the intellectual, practical and professional dimensions of the task.

**Connected.** Assessment tasks foster connections between theory, practice and appropriate professional identities.

**Individual and/or collaborative.** Since students learn from each other some assessment may be conducted collaboratively whilst other assessment is more appropriately individual.

**Educative.** Through undertaking assessment students will learn. Feedback is provided in a timely and constructive manner in order to be used in further learning.

### 2.3 Assessment is purposeful

The purpose of each assessment is clear to students. These purposes may include *assessment for learning* (diagnostic and formative), *assessment of learning* (summative) and *assessment as learning* (self and peer assessment).

Assessment will therefore sometimes be:

**Criterion referenced.** Criteria are provided against which students' work will be judged, and these criteria are clear to students.

**Formative.** Some assessment tasks are designed to identify students' prior understandings and/or help students engage with ideas, skills and practices that they will develop further during the unit or course.

**Summative.** Some assessment tasks are designed to make judgments about students' understandings and performances in relation to the unit/course outcomes.

**Self/peer assessment.** Through having opportunities to undertake self and peer assessments, students will become independent life-long learners able to develop their own learning goals and metacognitive ability. Self- and peer assessment may be part of the formal assessment (and graded) or informal where it may be a hurdle requirement or un-graded.

**Self monitoring.** Students are provided with opportunities to set their own learning goals and monitor their own learning.

## 2.4 Assessment practices and processes are sound

This requires that assessment be:

**Explicit.** The requirements of assessment tasks and the means by which students' work will be judged, are clearly outlined for students both in writing in the Unit Guide(s) and through other means, as required.

**Intelligible.** Individual tasks that contribute to students' grades are described in ways that are meaningful and clear to students.

**Transparent.** Transparent processes are specified for determining raw scores and/or indicative grades on each assessment task and for finalizing overall marks and grades for units.

**Aligned.** The connection between the unit outcomes, the specific task, and individual student learning is clear.

**Timely.** Scheduling of both tasks and feedback appropriately provides for students' learning needs.

**Responsive.** Constructive feedback meets students' learning needs and is provided in a timely manner to support further learning.

**Fair.** Assessment is inclusive of a range of perspectives, language backgrounds, professional and cultural experiences and worldviews. It is fair to all groups of students.

**Credible.** Assessment relates directly to the unit and/or course objectives and this relationship is transparent to students. It reflects the diversity of concepts and ideas promoted in the unit or course.

**Consistent.** Assessment is planned, implemented and moderated so that consistent judgments are made about students' work.

**Moderated.** Protocols for ensuring consistency and minimizing unintended bias, across students, academic staff, campuses and/or courses ensure that idiosyncratic staff- or student factors are adjusted for when determining overall marks/grades. Other means such as criteria and rubrics could also be used to reduce inconsistencies that are due to the assessors, the learners and the nature of the tasks themselves.

**Academically honest.** Tasks are designed, and students are educated, in ways that promote the ethical use of other peoples' intellectual property in order to minimize plagiarism. The knowledge and practices of people from other educational, disciplinary, cultural, language and professional backgrounds are respected in the educative process.

## 2.5 Assessment practices and processes value diversity

This requires that assessment be:

**Varied.** A range of different assessment modes, techniques and tasks are incorporated into any course and/or unit.

**Flexible.** Assessment arrangements cater for a range of different student needs. This may include providing students with opportunities to choose from a set of options or to negotiate aspects of their assessment.

**Inclusive.** Interpretation of students' work values student diversity related to aspects that include culture, language, learning preferences, gender/sexuality, ethnicity, professional context and (dis)ability.

## 2.6 Privacy is assured in assessment practices

Students' assessments are confidential and their results are not disclosed. Students' rights in relation to the showcasing of their intellectual work are respected and their written permission is gained before showcasing their work which is de-identified if they choose.

## ASSESSMENT LOAD

The amount of written assessment expected of students is normally: 6 point unit: 4,000 words; and 12 point units: 8,000 words. See the notes on hurdle requirements (below) that are not to be used to increase this assessment load.

## RESPONSIBILITIES OF STAFF AND STUDENTS

### 4.1 Staff responsibilities

#### 4.1.1 Unit Guides

- For each unit it is the responsibility of the Unit Leader to provide detailed outline of the assessment requirements for that unit in the first week of semester.
- The Unit Guide will be placed on the Monash University Studies Online (MUSO/Blackboard) webpage for the particular unit by the end of the first week of semester.
- Staff will use the Faculty Unit Guide template to prepare their Unit Guides in a timely manner for on- and/or off-campus units.  
Note that off-campus materials must be prepared in accordance with the Off-Campus

- Learning Centre (OCLC) timelines. Advice on unit materials preparation can be found at <http://insite.education.monash.edu.au/curriculum/unitPlanning/preparing-unit-materials.html>
- Where a unit is offered on more than one campus, the number, type and mode of assessed tasks will be substantially the same in accordance with the Monash Multi-Campus Policy <http://www.adm.monash.edu.au/execserv/policies/Academic-Policies/menus/Academic-programs-offered-from-Multiple-campus-policy.html>. Any variations are discussed and agreed to by the Unit Coordination team and are clear in the single Unit Guide.
  - In setting due dates for assessment tasks, staff ensure that there is a reasonable spread of submission times for students across the semester.
  - Normally two formal assessment tasks will be appropriate for each unit.
  - No unit should be assessed on the basis of a single assessment task or examination.
  - No single assessment item shall be worth more than 80 percent or less than 10 percent of the total marks for the unit without the approval of the Faculty Board on the recommendation of the Education Committee.
  - Any changes to the number or weighting of assessment tasks stipulated in the Handbook entry can only be made through the Education Committee's processes. If a change to the assessment requirements stipulated in the Handbook and/or Unit Guide occurs during the course of a semester, students will be notified in writing of such a change.
  - Where students are required to pass all assessment items in order to meet the requirements of a unit, this will be specified in unit and course approval documents, in the Handbook entry, and in the Unit Guides provided to all students at the commencement of the unit.

#### 4.1.2 Hurdle requirements

- **Definition of a Hurdle Requirement.** A 'hurdle' requirement within a unit is a compulsory aspect or component of a unit that must be complied with in order that a student may be eligible to receive a 'pass' grade.
- Students may be asked to carry out tasks, in class or out, and be provided with feedback as part of the ongoing teaching/learning process. Such activities only constitute a hurdle requirement if a sanction will be imposed for not completing them, that is, if the student will fail the course if she or he does not complete the activity.  
**Hurdle Requirement Type 1:** Some hurdle requirements form part of the assessed work and require the student to pass particular components of assessment. For example, a unit may require students to submit a multimedia assignment (40 marks) and submit a project report or performance (60 marks). To pass the course, the student may need to gain a total of more than 30 marks on the project/performance, and a total of more than 50 marks on the unit. Another example would be where students are assessed on, and must pass, both a placement and a theory component of a unit.
- **Hurdle Requirement Type 2:** Other hurdle requirements are not part of the assessed work but must be completed, e.g, collating an 'unmarked' evidence file, meeting minimum class attendance requirements, completing journal entries or undertaking observation days.  
**Principles for Hurdle Requirements:** As with all work required and assessed tasks, hurdle requirements should:
  - demonstrably be related to the objectives/learning outcomes of the unit. The exception may be where overall course objectives are achieved through the requirements, eg First Aid certificate, graduate outcomes.
  - take cognisance of equity issues and students' varying circumstances including work and family responsibilities. In some cases, and where practical and reasonable, this may mean providing alternative means of completing the hurdle requirement.
  - apply equitably to all modes of study.

- Type 1 hurdle requirements may be quite common so long as they are consistent with the policy articulated below. Type 2 hurdle requirements, however, should be kept to a minimum and will be approved by Education Committee only when the justification is clear. Justifications may include that the requirement cannot fairly or appropriately be built into the assessed work, is necessary for achievement of the unit objectives or a professional accreditation requirement, or that an alternative would be impractical and/or costly.
- Note that hurdle requirements should not normally extend the total work required of the student beyond that specified in University policy on student workload. Hurdle requirements that do extend the total work required beyond that specified above must be justified to Education Committee and approved by Faculty Board.
  - University policy is that one credit point implies about one hour per week of student effort over the academic year or two hours per week over a semester; a six credit point unit taught in a semester therefore implies about twelve hours work a week by the student in varying combinations of formal class contact and private or group study.
  - Faculty policy is that six point units will meet face-to-face for on-campus units for either 2 or 3 hours per week for one semester.
  - If students are undertaking placements, observation activities or excursions as part of a unit/course, this should be taken into account in designing the other work in the unit/course.
- Hurdle requirements should be consistent with the University and Faculty assessment policies, in particular that 4000 words for a 6 point unit and 8000 words for a 12 point unit are maximum expectations.
- Attendance cannot be required in order to pass a unit without Education Committee and Faculty Board approval. Where approval has been given this must be clearly set out in the Handbook entry and in the Unit Guide distributed in week 1 of semester.
- Wherever possible, hurdle requirements should be built into the assessment of the learning outcomes of the unit (type 1). Where this is not the case (type 2), the hurdle requirement must be justified to Education Committee and approved by Faculty Board.

#### 4.1.3 Submission of Student Work

##### 4.1.3a Paper-based Submission

- **On-campus Students:** Staff advise on-campus students of the relevant location of the assignment box.
- **Off-campus Students:** Staff advise off-campus students of the means of submitting work. This usually requires the Unit Leader first applying via an online form at the Off-Campus Learning Centre (OCLC) website <http://www.oclc.monash.edu.au/staff/learning-mat/staff-only/ua-details-form.html> for assignment submission, tracking and return through the OCLC.

##### 4.1.3b Electronic submission

If electronic submission is warranted for pedagogical or distance-related reasons, staff must assess the work electronically, and not print students' work.

#### **4.1.4 Academic dishonesty**

Staff are encouraged to educate students about respecting others' intellectual property, incorporating others' ideas in student work and using appropriate referencing systems (see Library citing and referencing page at <http://www.lib.monash.edu/tutorials/citing/> ). In Education the APA or Harvard system of referencing is commonly used. Students should be advised which style to use in the Unit Guide.

#### **4.1.5 Extensions of time to complete in-semester assessment tasks**

Extensions of time are granted by Unit lecturers and must be applied for in writing using the Faculty's Extension of Time form <http://education.monash.edu.au/students/current/admin/> . Approval in writing must be given to the student (in unusual circumstances this could be an email) and this approval must be attached to the submission behind the cover sheet.

#### **4.1.6 Late work**

If the Unit Lecturer has not granted an extension, assessors/lecturers will apply a penalty of up to 5% of the total marks available for that assessment task deducted for each working day that the item is late, without permission, i.e., After 10 working days late (2 weeks) the maximum grade possible is reduced to a pass – or 50% of the marks for that assessment task. This means that the work will only be awarded a Pass - even if it is of higher quality - or a Fail, after 10 working days late.

#### **4.1.7 Feedback**

Students are given constructive descriptive feedback that relates to the criteria provided to students for the assessment task. Feedback is given in a timely manner (within four weeks) of the student submission, where possible.

#### **4.1.8 Moderation**

For units that are assessed by more than one staff member, including those taught across campuses, a moderation protocol is established to ensure consistency of grading for individual assessment tasks and for overall grades and marks for the unit in a semester.

#### **4.1.9 Unsatisfactory work second-assessed**

Any assessment task that is assessed as unsatisfactory will be judged by a second academic to confirm (or not) the failure.

### **4.2 Student Responsibilities**

#### **4.2.1 Unit Guides**

It is the responsibility of students to familiarise themselves with Unit Guides outlining unit assessment requirements, and failure to do so through non-attendance or inadvertence cannot excuse the student from any requirement, nor can it provide grounds for special consideration in the unit. Students must access the MUSO/Blackboard site for a copy of the Unit Guide.

#### **4.2.2 Ownership of work**

Except where otherwise specified in a Unit Guide, the work required for any item of assessment shall be carried out by students working individually.

### **4.2.3 Submission of Assessment Tasks**

#### **4.2.3a Paper based**

The Faculty of Education requires assessment tasks to be submitted in hardcopy (paper-based).

- All assessment tasks submitted on paper must include a fully completed and signed Faculty assessment task Cover Sheet and be placed in the secure assessment task box on the respective campus by 5:00 pm on the due date, unless prior arrangement has been made with the Unit Lecturer.
- A personalised cover sheet with the student's ID barcode is available on each student's my.monash portal. Off-campus Learning (OCL) students will be posted a cover sheet for each task by the Off-Campus Learning Centre. It contains important information about privacy, plagiarism and collusion and must be carefully read before signing.
- All assessment tasks, including those submitted electronically, must have the unit code and name and the student's name and ID number on each page, and the lecturer's name.
- All written assessment tasks are word-processed. It is the responsibility of each student to retain a copy of his/her assessment task.
- Bulky assessment tasks, such as artwork, must be submitted as advised by the Unit Leader. Cover sheets must also be completed, signed and attached to these assessment tasks.
- For group assessment tasks all members must sign and attach their own cover sheet. Group assessment tasks will be held under one group member's name, nominated on the cover sheet, and can only be collected by that member.

#### **4.2.3b Electronic submission**

Electronic submission, via the MUSO submission facility may only occur if this requirement is in the Unit Guide. To submit an assessment task electronically students must indicate, as directed in MUSO, that they have read, understood and accepted the conditions concerning cheating and plagiarism on the submissions screen.

- Assessment tasks submitted electronically must be in a file format with one of the following file extensions: .doc (Microsoft Word), .rtf (any rich text format) or .txt (text). Other formats will only be accepted if the Unit Lecturer indicates this is a requirement or an acceptable form for the submission.
- The filename of the submitted task must include the student's Authcate Username, the Unit Code and assessment task number (e.g. ksbro1\_EDF7510\_AT2.doc).
- Students should keep a hard copy record of their electronic submission details.

#### **4.2.4 Academic honesty**

- Students must respect other peoples' intellectual property and give due credit in their work through the use of appropriate referencing conventions to the ideas, words and work of others (see <http://www.lib.monash.edu.au/tutorials/citing/>). The Faculty of Education commonly uses the APA or Harvard system of referencing so if your lecturer does not specify a particular system use one of these two systems. Also see the section below on Plagiarism, Cheating and Collusion.

#### **4.2.5 Monash Emails and MUSO**

Students are required to check their Monash email and their MUSO sites regularly (at least once a week during semester). Official notices and information about submissions, unit requirements and course re-enrolment are communicated via Monash emails and MUSO.

#### **4.2.6 Withheld (WH) result**

Upon receiving a withheld result a student must immediately contact their Unit Lecturer to find out what steps they must take in order to have their result finalised.

### **4.3 Both Staff and Student Responsibilities**

#### **4.3.1 Extension of Time for Submission of In-Semester Assessment Tasks**

- Students may be granted an extension of time for the submission of assigned work. This does not usually exceed two weeks. (For longer extensions see Special Consideration below).
- The grounds for an extension of time include temporary circumstances of a personal nature which have prevented a student from submitting an in-semester assessment task by the due date. Where a student is affected by acute illness or other exceptional cause beyond their control a Special Consideration form should be used. See <http://www.education.monash.edu.au/students/current/admin/special-consideration.html>. Normally an extension will not be granted for paid work commitments or for several assessments being due at once. (Most students experience these conditions).
- Extensions should be applied for before the due date - normally at least 48 hours prior. To apply for an extension, download the Extension of Time form <http://education.monash.edu.au/students/current/admin/> and submitted at the Faculty of Education Student Services Office of the campus where your unit is taught. If an extension is approved, ensure that you receive the "Extension Granted" tear off slip at the bottom of the form (or other written approval, such as an email). This is to be attached to the assignment behind the cover sheet.
- The Unit Coordinator is the person who can grant extensions. If an extension is granted the new submission date will normally be before the date of the meeting of the Board of Examiners. The Board of Examiners, on the advice of the Chief Examiner of the unit, may or may not grant a further extension of time in extenuating circumstances. See <http://www.education.monash.edu.au/students/current/admin/special-consideration.html>.

#### **4.3.2 Late work**

Failure to submit an item of assessment by the due date without the granting of an extension of time by the Unit Lecturer will incur a penalty. The standard penalty for late submission will be indicated in the Unit Guide. At the discretion of the Unit Lecturer, a penalty of up to 5% of the total marks

available for that assessment task may be deducted for each working day the item is late, without permission, i.e., After 10 working days late (2 weeks) the maximum grade possible is reduced to a pass – or 50% of the marks for that assessment task. This means that the work will only be awarded a Pass - even if it is of higher quality - or a Fail, after 10 working days late. The Unit Lecturer may decide to not accept work that is more than two weeks late, without an extension having been granted.

### 4.3.3 Plagiarism, Cheating & Collusion

The Faculty of Education recognises that different practices and principles for the use of other people's work apply in different contexts. However, we require that others' intellectual property (words, ideas and other work) be explicitly acknowledged within the body of students' assessed work, as well as in a reference list. Monash University statements on plagiarism are contained in the University Discipline Statute 4.1. <http://www.monash.edu.au/pubs/calendar/statutes/statutes04.html> and accompanying guidelines <http://www.adm.monash.edu.au/unisec/pol/acad27.html>

In simple terms:

**4.3.3a Plagiarism** means to take and use another person's ideas or work and/or manner of expressing them and pass these off as one's own by failing to give appropriate acknowledgement, see section on Discipline Guidelines 3.3.1. The Faculty of Education would consider the following to be examples of plagiarism:

- when phrases, passages or materials are copied verbatim without quotation marks and without reference to the author;
- when paraphrasing an author's ideas, arguments or work without reference to the author, or using the ideas of another person without acknowledgment and without provision of a complete reference;
- using materials from the Internet without full acknowledgment and proper referencing, including providing the author (when known) and the URL.

**4.3.3b Cheating** means seeking to obtain an unfair advantage in an examination or in other written or practical work required to be submitted or completed by a student for assessment. See section on Statute 4.1 Interpretations. Hence if the passing off of others' work was:

- done intentionally, the student has cheated;
- not intentional, the only offence the student has committed is the academic misdemeanor of failing to reference a source correctly.

The following are examples of cheating:

- copying assignments from other students
- submitting an assignment or other piece of assessable work which was written in conjunction with another student or students and without the prior permission of the relevant staff member
- submitting a piece of work which has already been submitted for assessment in another unit.

**4.3.3c Collaboration/Collusion:** Plagiarism frequently takes the form of similar work submitted by students who may have worked together. Lecturers will provide students with clear instructions as to whether they have been permitted to work on an assignment jointly, or individually. The incidence of collaborative work should be made absolutely clear - see Discipline Guidelines, sub-clause 3.3.2.

**4.3.3d Register of counselling about plagiarism:** The Education Committee (21 November 2001) of the university requires faculties to keep a simple and confidential register to record counselling of students about plagiarism (e.g. warnings). The register is accessible to Associate Deans Teaching (or nominees), and, where requested, students concerned have access to their own details in the register. The register is to serve as a record of counselling about the nature of plagiarism, not as a record of allegations (i.e. only where cheating had not occurred), and that no provision of appeals in relation to the register is necessary or applicable.

**4.3.3e Penalties:** Within the University, plagiarism, cheating and collusion are regarded as a form of theft and are therefore *a serious offence*. Monash University applies severe penalties to students who engage in, or who support other students engaged in such activities.

#### 4.3.4 Attendance

A student who fails to meet an attendance requirement in a unit, as approved by Faculty Board, may be deemed ineligible to sit a final examination, or to submit further items of assessment in that unit, and shall be awarded a Fail result. The student shall be given written notification to that effect by the course coordinator as soon as it is apparent to the Unit Leader that the attendance requirement cannot be met.

#### 4.3.5 Collection and Return of Assessed Tasks

Assessment tasks are normally available for collection within four weeks of the date of submission. Unit Lecturers will notify students of the anticipated date for collection and how work can be collected.

##### 4.3.5a During Semester

- Assessment tasks can generally be collected in class, which will provide an opportunity for feedback. Alternate collection arrangements may include:
- Collection from the Unit Lecturer or nominee during office consultation times.
- Mailing of assessment tasks if the student provides a stamped, self-addressed A4 envelope at the time of submission.
- Assessment tasks submitted electronically will not be returned but students will be able to access their grading and feedback through MUSO/Blackboard or their Monash email account.

##### 4.3.5b Out of Semester

- Assessment tasks can be returned by mail if the student provides a stamped, self-addressed envelope at the time of submission.
- Students can collect unclaimed assessment tasks out of semester times on designated days from Student Services at the appropriate campus. Collection dates and times will be printed in Unit Guides, announced in class or posted on MUSO.
- Students must show their student ID card in order for an assessment task to be collected.
- Assessment tasks cannot be collected by anyone other than the author without written authorisation.
- Only the nominated group member (first named student on cover sheet) will be permitted to collect a group assessment task.

- Assessment tasks will be available for collection for 12 months after the submission date of the assessment task. After that time they will be destroyed as per the Monash General Disposal Schedule guidelines.

#### 4.3.5c Off-Campus Learning (Distance) Units

Most Faculty of Education Off-Campus Learning (OCL) units will be administered through the Off-Campus Learning Centre (OCLC) <http://www.oclc.monash.edu.au/> based at Monash University, Northways Rd., Churchill, Victoria, 3842. Australia. The submission and collection of assessment tasks will be in accordance with published procedures. For Off-Campus units within the Faculty that are not delivered through the OCLC assessment task submission and return procedures are specified in the Unit Guide.

### GRADES AND CODES USED IN FINAL ASSESSMENT

Final marks and grades are criterion-referenced, not norm-referenced.

Results of the overall assessment of a student's work for a unit will be expressed as follows:

Grade		Mark Range (%)
HD	High Distinction	80-100%
D	Distinction	70-79%
C	Credit	60-69%
P	Pass	50-59%
NS	Supplementary examination recommended	45-49%
N	Fail	<50%
PGO	Pass Grade Only	
WH	Withheld	
DEF	Deferred assessment	

#### 5.1 Pass Grade Only

PGO will normally only be used for units that have a practicum component (which is ungraded). Units permitted to use the PGO grading must be approved through the Education Committee and then by the Faculty Board.

#### 5.2 Raw Scores/Indicative Grades

Each individual assessment task will be assessed and the student will be provided with a raw score (mark/number) and/or an indicative grade (letter grade) for that piece of work. The raw score or the indicative grade is an initial judgment by the assessor when the work is compared with the appropriate criteria. However, the raw scores and/or indicative grades for each item of assessment in a unit may not always simply be added and/or averaged to produce a final mark and grade for the unit as a whole. This is because the academic staff team teaching a unit must meet to moderate their results, across staff and/or across campuses, to ensure fairness in marking before the final marks and grades are determined and provided to the Board of Examiners. The moderation process may elevate or depress some marks/grades in order to ensure equity across assessors and across

campuses. The Unit Guide will describe how the final marks and grades will be determined for a particular unit.

### 5.3 Marks/Grades in Bands

In some units grades and marks will be allocated to a “band” rather than a particular number. For example, within the Distinction range grades may be allocated as 77 for a D+ , 75 for a D, and 72 for a D-. This recognises that with criterion-referenced assessment across several assessment tasks, and across several assessors, staff cannot always consistently judge the quality of student work to a fine-grained level that fairly distinguishes between say, a 72 and a 73. If marks within a grade are to be reported in bands this will be noted in the Unit Guide.

### 5.4 Resubmission of Unsatisfactory work

If a student fails the first assessment task in a unit they may (at the discretion of the Unit Leader) be permitted to resubmit, but the resubmitted assignment will then be marked to a pass/fail level only. The exceptions are: students whose main language of education has always been a Language other than English and students with a disability. In these two exceptions the resubmission may be graded across the full range. For the purposes of calculating the overall unit grade, a resubmitted pass will count as half the maximum marks for that task. Students are usually only permitted to resubmit one task in any single unit. At the discretion of the Unit Leader, students failing *subsequent* and/or *final*, assessment tasks may be permitted to resubmit only if it is necessary in order to pass the unit as a whole *and* if the mark (raw score) they achieved for the task was at least 40% of the available marks for that task. The resubmission due date will be determined by the Unit Leader.

### 5.5 Withheld Results

**5.5.1 Use of Withheld Code.** The WH code is used to indicate that a unit result has been withheld by the Faculty when an extension of time beyond the final date for the submission of assigned work or assessed tasks for the semester has been granted by:

- the Unit Lecturer or the Board of Examiners, for example, when a student who has been granted Special Consideration;
- when a practicum placement is incomplete for relevant reasons.

**5.5.2 Conversion of Withheld Results.** The WH code will automatically convert to an N grade if another result is not submitted by the Unit Lecturer by the date determined by the Board of Examiners.

## SUPPLEMENTARY ASSESSMENT

### 6.1 Granting Supplementary Assessment

On the recommendation of the Unit Leader, the Board of Examiners may grant supplementary assessment to a student in a unit who would otherwise be failed, provided that the student has not failed in more than half of the units in the relevant semester. The student will receive an “NS” result in the first instance.

Normally, students may be granted supplementary assessment in:

- a unit in which the student has gained between 45-49% of the mark;

- a unit in which a Pass is required in two or more assessment items and the student has passed all but one of them;
- any other special circumstances approved by the Board of Examiners.

## 6.2 Conduct of Supplementary Assessment

Supplementary assessment shall be conducted in a form and at a time recommended by the lecturer and approved by the Board of Examiners. Students will be notified in writing that they have been awarded supplementary assessment and the details of the supplementary assessment.

## 6.3 Amended Result

After supplementary assessment has been completed a student's mark and grade shall be amended appropriately to reflect the total assessment, and to indicate whether the student has passed the unit.

## DEFERRED TESTS AND EXAMINATIONS

### 7.1 In-class tests

For in-class tests, in which a student is prevented through temporary or minor circumstances of a personal nature (such as illness) from presenting, he or she should provide the Unit Lecturer of the unit with written documentation of the reasons for his or her inability to present, and apply to have a deferred test administered. Such an application must be received within 48 hours of the scheduled test.

### 7.2 Formal examinations

A student who is prevented through special circumstances (such as acute illness or other exceptional cause beyond their control) from presenting for a formal examination should complete and submit a Special Consideration application with appropriate supporting documentation, as outlined in <http://education.monash.edu.au/students/current/admin/special-consideration.html>. If approved, the student will receive a "DEF" result in the first instance.

### 7.3 Examination Timetables

Misreading the examination timetable is not normally sufficient grounds for a deferred examination. Clashes of examinations may require a deferred examination.

## SPECIAL CONSIDERATION

### 8.1 Application for Special Consideration.

A student whose work during a teaching period or whose performance in an examination or other assessment has been affected by acute illness or other exceptional cause beyond their control may apply in writing to the relevant Faculty for special consideration.

A summary of the Faculty of Education Special Consideration process is found at <http://www.education.monash.edu.au/students/current/admin/special-consideration.html>. It is based on the Monash University policy and procedures for Special Consideration and it is the student's responsibility to read and understand the information found at:

[Special Consideration Policy](#)  
[Special Consideration Procedures](#)  
[Supplementary and Special \(Deferred\) Examinations](#)

## 8.2 Special Consideration Application Forms

There are 2 types of Special consideration forms:

### 1. Special Consideration application form (in-semester assessment task)

*(This form is to be used for students applying for special consideration for in-semester assessment tasks such as assignments, in-semester tests, laboratory classes or continuous assessment tasks such as art folios.)*

### 2. Special Consideration application form (end-of-semester exam/assessment task)

*(This form is to be used for students applying for special consideration for performance in the final piece of a unit's assessment, such as a formal end-of-semester exam or assignment.)*

All applications for special consideration must be made using the University's [standard application forms](#) and submitted to the appropriate Faculty Office as stated in <http://www.education.monash.edu.au/students/current/admin/special-consideration.html>

Students are asked to note:

- Special consideration is not automatically granted.
- A mark adjustment will not be made under any circumstances.

## ASSESSMENT RESULTS

### 9.1 Release of Unit Results

Official results in all units are released by the University. Faculty of Education staff are not permitted to provide students with final results in any unit before the results have been ratified by the Board of Examiners and have been released officially by the University.

### 9.2 Results of Individual Assessment Tasks

Results for individual assessment tasks will be provided in the form of alpha (letter grades or indicative grades) and numeric (marks or raw scores) grades unless otherwise specified in the assessment schedule for the unit. See also the policy on indicative grades and raw scores in Section 5 above.

### 9.3 Format of Final Results

Final results for all units will be provided in the form of both alpha and numeric grades, except where, on the advice of the Education Committee, the Faculty Board determines that a particular unit should be Pass Grade Only (PGO).

### 9.4 Comparability of Results

When more than one staff member is responsible for the teaching of a unit (e.g., a lecturer and several tutors), either within, or across campuses, substantially the same assessment tasks will be

required of each group of students. The staff involved will strive to achieve comparability between their assessments by comparing the work of their own students to that of other groups, and through conducting a moderation process before finalising overall unit results.

### **9.5 Examination Scripts**

A student is entitled to inspect any examination script that he or she has submitted for assessment in a unit provided that the inspection is requested within three months of the date of the examination.

### **9.6 Second Marking of Failed Work**

Before a Fail grade is awarded for any unit, the work of the student shall be assessed by a second examiner. If the two examiners are unable to agree on a result, a third examiner will be called upon and that examiner's decision will be final.

### **9.7 Retention of Submitted and Assessed Work**

Students are advised to retain a copy of all assessed tasks until the official result for a unit is determined and released.

## **REVIEW OF ASSESSMENT RESULTS**

### **10.1 Review of Assessment Task Result:**

All unsatisfactory work will be assessed by a second assessor.

There is no automatic right for a second grading of satisfactory work. If a student has cause for concern that their work has been unjustly assessed against the criteria, or that the assessor missed aspects of the submission that were included, then the student may seek an informal discussion with the assessor/lecturer, in the first instance. If, after discussion, the issue is not resolved then the student can put a case, within two weeks of the return of their work, to the Unit Leader (or Course Director if the Unit Leader is also the assessor), who will determine whether reasonable grounds for a second marking have been established and if so, the Unit Leader will then organise the remarking of the work by another assessor.

### **10.2 Review of Overall Unit Result:**

**10.2.1 Procedure for Review.** A student who believes he/she has grounds for complaint about his/her final mark or grade for a unit should, in the first instance, discuss the matter with the Unit Leader. In the event that the matter is not resolved after discussion with the relevant Unit Leader then the student should apply in writing to the relevant Course Director for a formal result review. Such requests must be received within four weeks of the student receiving the final result for the unit. See Section 14, Grievances, for unresolved cases.

**10.2.2 Outcome of Review.** A change of result may be activated by the review of the unit result. If the student is not satisfied with the outcome of the result review process he or she may initiate an academic grievance procedure by applying in writing to the Manager of Student Services in the Faculty of Education. The student should follow the Monash University policy and procedures for grievances <http://www.monash.edu.au/exams/contact/grievances.html>

## PRACTICUM/FIELDWORK ASSESSMENT

### 11.1. Attendance and Satisfactory Completion

#### 11.1.1 Practicum/Fieldwork Participation

To satisfy the requirements of some units and awards students will be required to complete practicum or fieldwork placements. Students will be required to attend such placements at times and locations determined by the Faculty. Every effort is made to make the locations reasonable but some students may have to travel up to an hour to their placement location.

#### 11.1.2 Satisfactory Completion

The determination of grades awarded for practicum or fieldwork placements are determined by the university academic staff, in consultation with advice from the practicum/fieldwork supervisor.

#### 11.1.3 Pre-requisite Units

Students must complete the necessary pre-requisite units or parts of units for practicum placements prior to commencing the next practicum placement in the sequence.

#### 11.1.4 Deferment of Placement

Students may apply in writing to the Course/Pathway Advisor for permission to defer the commencement of a practicum placement due to temporary circumstances of a personal or work-related nature.

### 11.2. Withdrawal or Deferral from Placement

**11.2.1 Withdrawal by the Associate Dean (Teaching).** On advice from the relevant Course/Pathway Advisor and Course Director a student may be withdrawn or deferred from a practicum/fieldwork placement by the Associate Dean (Teaching) if the student:

- has not satisfactorily completed a course of studies which constitute prerequisites for such a placement
- has committed an act of misconduct for the purposes of Statute 4.1 Discipline <http://www.monash.edu.au/pubs/calendar/statutes/statutes04.html#Heading106>
- has behaved in such a way as to have breached the professional conduct expectations of the supervising institution
- is consistently unable, after due instruction and guidance, to perform the skills required at an appropriate standard attainable through supervision by university staff or on-site supervisory staff
- is considered by the Associate Dean (Teaching) to be in a state of health, whether mental or physical, which makes the student unfit to undertake the placement
- is considered by the school to have breached guidelines for placement and/or is performing significantly below a pass standard and is disrupting the progress of students in his/her class.

**11.2.2 Withdrawal or Deferral Procedure.** The Associate Dean (Teaching) will investigate any reasons for possible withdrawal or deferral that are brought to their attention through the relevant Course/Pathway Advisor and/or the Course Director. If the grounds are found to be reasonable the Associate Dean (Teaching) shall:

- provide notice in writing to the student of the reasons for a withdrawal or deferral and
- advise the student of the regulations pertaining to unsatisfactory performance, and that such regulations may be invoked.

**11.2.3 Re-admission to the Program.** A student who has been withdrawn from a practicum placement may appeal to the Associate Dean (Teaching) for re-admission to the program for a subsequent placement period.

## **COURSE COMPLETION**

To complete the requirements of a course, a student must obtain at least a Pass grade for all required units.

## **PROGRESSION IN A COURSE**

### **13.1 Unsatisfactory progress**

#### **13.1.1 Monash University Regulations on Progression**

The unsatisfactory progress process is governed by Statute 6.2—‘Exclusion for unsatisfactory progress’ and the associated regulations.

#### **13.1.2 Identification of ‘At Risk’ Students**

Students who are not performing satisfactorily after the first semester of study in any year and who are “At Risk” of exclusion, are identified by the relevant Board of Examiners and are sent letters advising them to meet with their Course/Pathway Advisor and seek academic and course advice.

#### **13.1.3 Identification of Students with Unsatisfactory Progress**

Students whose progress is considered unsatisfactory in November each year are identified at the Board of Examiners meetings.

#### **13.1.4 Grounds for Unsatisfactory Progress**

Students whose progress is considered unsatisfactory will be liable for exclusion from the Faculty. Unsatisfactory progress in a course is defined as:

- failing in 50% or more of the units for which they have been enrolled in the previous 12 months (December to November, summer semester and semesters 1 & 2)
- failure of the same compulsory unit twice
- failure in a professional placement
- failure to meet the conditions required by the Academic Progress Committee.

#### **13.1.5 Notice of Referral and Hearing**

Students whose progress is considered unsatisfactory will be sent a Notice of Referral and Hearing letter and will be given the opportunity to show cause in writing and/or to attend an interview with the Academic Progress Committee (APC) as to why they should not be excluded.

### **13.1.6 Academic Progress Committee**

The student's written case for continuation in the course is assessed by the Faculty's Academic Progress Committee and, on the grounds of the evidence provided, may be invited to present at an interview, in person or by telephone conference, with the Academic Progress Committee. After consideration by the Academic Progress Committee, the student will either be permitted to continue their studies (with or without conditions) or be excluded from their course for a period of 12 months. Students who fail to show cause as to why they should not be excluded either in writing by the given date and/or at a requested interview with the Academic Progress Committee will automatically be excluded.

## **13.2 Appeals Procedure**

### **13.2.1 Appeal Against Exclusion**

A student who is excluded after making a case to the Faculty's Academic Progress Committee may, within 20 working days from the date on which the notice of exclusion is forwarded, make an appeal to the University Exclusion Appeals Committee. The appeal should be in writing and should be lodged with the secretary of this committee.

### **13.2.2 Dismissal of Appeal**

Where the Chair of the University Exclusion Appeals Committee determines there are no prima facie grounds, the appeal will be dismissed. Where an appeal is dismissed the student will be notified in writing of the dismissal within seven (7) days of the decision being made. Dismissal by the Chair is final.

### **13.2.3 Grounds for Appeal Upheld**

Where the Chair of the University Exclusion Appeals Committee determines there are prima facie grounds for appeal on the grounds of

- new evidence only, the Chair will refer the matter back to the Faculty's Academic Progress Committee, that made the original decision, for a re-hearing; or
- procedural irregularity; whether or not there is also new evidence, the matter will be referred back to the Faculty for consideration by a de nova Faculty Academic Progress Committee.

## **13.3 Re-admission After Exclusion**

13.3.1 A student who is excluded may apply to the Faculty Manager for approval to be considered for re-admission one academic year after the year in which the unsatisfactory progress resulted in exclusion. Re-admission is not an automatic entitlement and applicants for re-admission must demonstrate evidence of academic rehabilitation and/or met all other prescribed conditions as determined by the Academic Progress Committee.

13.3.4 A student who is readmitted following a period of exclusion for unsatisfactory progress will be regarded as a new student and will undertake a course of units according to the structure specified in the course and unit handbooks for the year of readmission. Credit for work previously completed may be granted subject to the approval of the relevant course coordinator.

## GRIEVANCES

If a student believes that the assessment process has created a cause for a grievance, the student should follow the steps outlined at <http://www.education.monash.edu.au/students/current/admin/policies/studentgrievances.html> in order to resolve the issue. It is expected that in the first instance, students will attempt to resolve the grievance informally with the staff member concerned.

For further information, the university Academic and Administrative Complaints and Grievances Policy can be found at <http://www.policy.monash.edu/policy-bank/academic/education/management/complaints-grievance-policy.html>

Once an academic grievance is lodged, the Director of Student Affairs is contacted by the Grievance Officer. The Director of Student Affairs and the Grievance Officer consider the nature of the complaint and respond according to university guidelines.

## (APPENDIX)

### Application for an Extension of Time for Submission of an In-Semester Assessment Task



Date received at Faculty Student Services Office:

**Application for an Extension of Time for submission of an In-Semester Assessment Task**

Students are asked to note:

- This application form can only be used when temporary or minor circumstances of a personal nature have prevented a student from submitting an in-semester assessment task by the due date. Normally, an extension will not be granted for paid work commitments or for several assessments being due at once. (Most students experience these conditions).
- A student whose work during a teaching period has been affected by **acute illness or other exceptional cause beyond their control** should **not** use this form. In these circumstances a Special Consideration form should be used (see [www.education.monash.edu.au/students/current/admin/special-consideration.html](http://www.education.monash.edu.au/students/current/admin/special-consideration.html) for more information.)
- An extension of time is not automatically granted and, if approved, will not normally exceed two weeks.

**Applications must be lodged at the Faculty of Education Student Services Office of the campus where your unit is taught at least 48 hours prior to the due date of the assessment task.**

**Details of Extension Request** - only one assessment task per application.

Student Name: \_\_\_\_\_ I.D. Number: \_\_\_\_\_

Unit Code: \_\_\_\_\_ Unit Title: \_\_\_\_\_

Assessment Task Details

A brief statement of the grounds on which an extension is requested. (To be completed by student)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Current Due Date: \_\_\_\_\_ Requested Due Date: \_\_\_\_\_

Signature of student: \_\_\_\_\_ Date: \_\_\_\_\_

**Office use:**  
 The request for an extension is:  **Approved**  **Not approved**  
 If approved, the date for **submission of the assessment task is extended to** \_\_\_\_\_ and will be received without penalty and marked against the full allotment of marks as originally prescribed.  
 If not approved, reason is \_\_\_\_\_  
 Signature of Unit Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_  
 Signed form returned to student:  **Yes**  **No** Copy of signed form kept by Unit Coordinator:  **Yes**  **No**

✂.....

**This section must be kept by the student and submitted with the assessment task.**

Unit Code: \_\_\_\_\_ Unit Title: \_\_\_\_\_  
 Original Date Due: \_\_\_\_\_ Date Due now extended to: \_\_\_\_\_  
 Signed by Unit Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_