

## Assessment Policy and Procedure

<b>Responsible Officer</b>	Chief Academic Officer
<b>Approved by</b>	<i>Academic Board</i>
<b>Approved</b>	11 July 2024
<b>Commenced</b>	11 July 2024
<b>Review by</b>	December 2025
<b>Relevant Legislation and Policies</b>	<u>Education Services for Overseas Students Act 2000 (ESOS) and Regulations 2019 (ESOS)</u> <u>Higher Education Standard Framework 2021</u> <u>Higher Education Support Act (HESA) 2003</u> <u>National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018 (The National Code)</u> <u>National Standards for Foundation Programs</u> <u>Public Records Act 1973</u> <u>State Records Act 1998</u> <u>Tertiary Education Quality and Standards Agency Act 2011 (TEQSA)</u>
<b>Responsible Organisational Unit</b>	Academic Affairs

### TABLE OF CONTENTS

<b>1 Policy Statement</b> .....	<b>2</b>
1.1 Authority .....	2
1.2 Application .....	2
1.3 Purpose .....	2
1.4 Principles .....	3
1.5 Scope .....	3
1.6 Coverage .....	3
1.7 Special Conditions or Exceptions .....	3
<b>2. Procedures</b> .....	<b>3</b>
<b>A. Assessments</b> .....	<b>3</b>
2.1 Assessment Types .....	3
2.2 Application to Modify an Assessment .....	4
2.3 Assessment Timing and Submission .....	4
2.4 Timely and Adequate Feedback.....	4
2.5 Late Submissions.....	4
2.5.1 Reason for Applying a Penalty .....	4
2.5.2 Condition under which a Penalty is applied.....	4
2.6 Special Considerations .....	5
<b>B. Extension Of Assessment</b> .....	<b>5</b>
2.7 Application for Formal Extension of Deadlines or Deferral of Examinations .....	6
2.7.1 Lodging the Application .....	6
2.7.2 Consideration of the Application .....	7
2.7.3 Notification of Response.....	7
2.7.4 Extension Examination and Performance Times .....	7

2.7.5 Written Assessments .....	7
2.7.6 Further Extensions .....	7
2.7.7 Range of Grades .....	7
2.7.8 Denial of Requests .....	7
2.7.9 Equal Opportunity Adjustment Program (EOAP).....	8
2.7.10 Right of Appeal.....	8
2.7.11 Resubmission .....	8
2.8 Remarking of Assessment.....	8
2.8.1 Right of Appeal.....	8
2.8.2 The Assessment Appeals Application .....	9
2.9 Examinations.....	9
<b>C. Grading .....</b>	<b>9</b>
2.10 Assessment Rules.....	9
2.11 Supplementary Assessments .....	9
2.12 Graduation Requirements .....	10
2.13 Academic Integrity including Plagiarism .....	10
2.14 Storage and Retention .....	10
<b>D. Assessment Moderation .....</b>	<b>10</b>
2.15 Assessment Review and Moderation Processes.....	10
2.16 Results Moderation.....	11
<b>E. Attendance.....</b>	<b>11</b>
2.17 Student Attendance Requirements .....	11
2.18 Student Attendance Recording.....	11
2.19 Student Attendance Monitoring.....	11
<b>3. Accountabilities .....</b>	<b>12</b>
3.1 Responsible Officer .....	12
3.2 Contact Officer .....	12
<b>4 Supporting Information.....</b>	<b>12</b>
4.1 Supporting Documents .....	12
4.2 Related Documents.....	12
4.3 Superseded Documents.....	12
<b>5. Definitions and Acronyms.....</b>	<b>12</b>
<b>6. Revision History .....</b>	<b>14</b>

## 1 Policy Statement

### 1.1 Authority

**The Australian Institute of Music Limited (AIM), known as ‘the Institute’, is governed by the Board of Directors (BoD) with academic authority delegated to the Academic Board (AB). The BoD and AB share joint responsibility for ensuring that all general and academic policies and procedures follow ‘best practice’ principles for Higher Education and other sectors of educational delivery, in compliance with relevant Australian legislation and current regulatory requirements.**

### 1.2 Application

This policy and procedure applies to Quality Assured (QA) delivery of accredited AIM programs offered at the Sydney and Melbourne campuses. If applicable, this policy and procedure will also apply in future, wherever QA AIM programs are approved for delivery elsewhere in Australia or overseas.

### 1.3 Purpose

The purpose of this policy and procedure is to ensure that assessment regulations and relevant procedures, including extension of assessment, grades and marking, moderation, and attendance and engagement, are easily understood and followed by staff and students.

## 1.4 Principles

- Assessments must:
  - be aligned with the course specific learning outcomes and unit learning outcomes and AIM's graduate attributes
  - provide a variety and balanced range of assessment tasks to test the skills and knowledge of the student
  - be both formative and summative to provide ongoing timely feedback
  - be clearly communicated to students, both in the pre-assessment phase and also when providing ongoing feedback
  - be assessed by appropriately qualified assessors, with grades applied consistently in accordance with marking rubrics at course and unit level
  - be fair, inclusive and equitable for all students, taking into account a student's disability, special needs or unforeseen circumstances
  - be reviewed regularly, as part of an improvement cycle, looking at assessment tasks and results
- Processes for student applications for extension of assessments and/or examination deferrals are handled fairly and equitably.
- Principles of natural justice and best practice are followed to achieve educationally constructive and operationally fair and consistent marks and grades.
- All enrolled students are entitled to access this policy and procedure, regardless of their campus or enrolment status
- AIM recognises that written submissions, project-based assessments, written examinations and performance examinations and assessments are different in nature and will be treated accordingly.
- Pre-study period, mid study period and post study period evaluations are undertaken to ensure academic rigor and continuous improvement
- Student attendance and engagement is systematically monitored, and students will be notified and counselled when identified as at risk of failing to meet attendance and engagement requirements.

## 1.5 Scope

This policy and procedure applies to all students enrolled in award and non-award units of study at the Australian Institute of Music

## 1.6 Coverage

This policy and procedure applies to all AIM Foundation Program and higher education courses offered at the Sydney and Melbourne campuses.

## 1.7 Special Conditions or Exceptions

Nil

## 2. Procedures

### A. Assessments

#### 2.1 Assessment Types

Examples of assessment activities include the following:

<b>Performance Examination</b>	Assess a student's performance level by a panel of staff and/or professional practitioners
<b>Technical Examination</b>	Assess a student's technical performance proficiency on their chosen major. This may take the form of e.g. scales, studies
<b>Written Examination</b>	Assess student's ability to articulate theoretical and historical information as well as applied analysis specific to the unit
<b>Written Assessment</b>	Assess areas such as 'research papers' and Composition Folios
<b>Aural Examination</b>	Assess student's ability to aurally recognize musical excerpts specific to the unit
<b>Seminar Presentation</b>	Assesses an oral presentation which may be supported by audio-visual material
<b>Continual Assessment</b>	Assesses a student's progress continually throughout a unit based on the principles of application, participation and professional attitude
<b>Reports</b>	Assessment of reports which may be in a digital or written form
<b>Groups Assessment</b>	Assessment of a group task such as a case study, presentation or report with marks allocated to both collective and individual performance
<b>Project</b>	Assessment of a study of a particular topic or case study through the production of a project report and/or presentation

## 2.2 Application to Modify an Assessment

Students with a declared disability, a temporary impairment, or an illness (temporary or long term), may be eligible to apply for an *Equal Opportunity Adjustment Plan (EOAP)*. Documented medical evidence must be supplied and an *EOAP* created at the start of the study period or immediately when the impairment occurs.

## 2.3 Assessment Timing and Submission

- In course development, there is mapping of different types of assessment across the course and its component units to ensure that there is an appropriate range to test different cognitive and practical abilities of students and give student the opportunity to demonstrate they have met the course learning outcomes
- The number and type of assessments for a unit take account of the credit value of the unit, the weighting attributed to different assessments, the level of the unit and the mix and balance of assessment across the component units of a particular course
- Informal formative assessment will be set by no later than week 4 of the study period to provide early feedback to students on their performance
- Summative assessments will be spaced across a unit of study.
- Students will be given clear information about the timing of assessments for each unit of study
- All written assessments must be submitted as per the requirements of the Unit Outline listed on SharePoint and must be:
  - Submitted on or before the due date as specified in the Assessment Brief for the unit
  - Word-processed using the required AIM format or as specified in the assessment brief
  - Unless stated in the Unit Outline on SharePoint, uploaded to Teams; failure to submit the assessment to Teams will be deemed as 'non-submission' and a fail grade will be recorded for the assessment
- The Teams email receipt must be retained by the student and be made available as required
- The Teams report will be used to investigate whether any breach of academic integrity such as plagiarism has occurred
- The marks for all assessments for a unit will be calculated according to their component weighting in order to determine a final mark and grade for that unit.

## 2.4 Timely and Adequate Feedback

Lecturers must provide adequate feedback aligned with the marking criteria and rubric for the assessment within two (2) weeks of assessment submission

## 2.5 Late Submissions

### 2.5.1 Reason for Applying a Penalty

Unless a student has applied for, and been granted, an extension of the deadline for submitting a piece of assessment, a late penalty will be applied for reasons of equity. This will ensure:

- A student who takes additional time to complete an assessment is not unfairly advantaged, and
- There is no delay to marking of the assessment and hence delay in providing feedback to all students.

### 2.5.2 Condition under which a Penalty is applied

A late penalty will be applied to an assessment item submitted after:

- The submission date and time specified in the Unit Outline as listed on SharePoint; or
- The date and time agreed to by the appropriate Associate Head of Learning and Teaching (AHoLT), or nominee, in response to an official application for extension.

The maximum penalty for late submission of any assessment item is as follows:

- For each day or part day that the item is late, a weighted reduction of the grade or mark initially awarded will be made in accordance with the following table;
- Weekends count as two calendar days in determining the penalty;
- A Public holiday day is counted as one calendar day.

Calendar Days Late	Assessment Mark
1	(Examiner's Mark) x 0.95
2	(Examiner's Mark) x 0.90
3	(Examiner's Mark) x 0.85
4	(Examiner's Mark) x 0.80

Calendar Days Late	Assessment Mark
5	(Examiner's Mark) x 0.75
6	(Examiner's Mark) x 0.70
7	(Examiner's Mark) x 0.65
8	(Examiner's Mark) x 0.60
9	(Examiner's Mark) x 0.55
10	(Examiner's Mark) x 0.50
11	0%

## 2.6 Special Considerations

Special consideration is the process by which the assessor/lecturer takes unexpected or extenuating circumstances into consideration during the marking of an assessment (including examination) item. Unexpected or extenuating circumstances are those which were outside the control of the student such as illness.

To apply for special consideration, students must complete *the Application for Special Consideration* form, ensuring all supporting documentation is attached. No application will be considered without supporting documents. Special consideration:

- Is only applicable when an assessment has been attempted
- Will only be granted due to unexpected or extenuating circumstances
- Is not automatically granted and may not necessarily result in a study or mark adjustment

The AHoLT will assess the *Application for Special Consideration* and inform the assessor/lecturer if due consideration is required in the marking of an assessment.

For assessments which have not been attempted, refer to **B Extension of Assessment**.

## B. Extension Of Assessment

### Simple Extensions:

Simple Extensions are an agreement between a student and their teacher should a student have a form of misadventure in the lead up to a piece of assessment. In some circumstances, a Simple Extension may be granted by the Student Wellbeing Officer (SWO) or Student Success Manager (SSM) where there have been discussions pertaining to mental health or other personal, confidential issues. In those cases, the SWO or SSM will inform the teacher of this arrangement and the new due date.

Students may be granted up to 3 days extension after discussing the issue with their teacher/SWO/SSM.

Teachers/SWO/SSM may choose to escalate the decision to grant a Simple Extension to Convenors/Associate Heads of Learning and Teaching/Head of Student Experience and Success as required.

The student may be required to provide evidence of their misadventure. Examples of evidence are below. Note, this is not an exhaustive list.

- An urgent request from a family member via message
- An email exchange describing the circumstances with another relevant party (eg family member, friend, work colleague).
- Pictorial evidence e.g. of damage to the vehicle if you've been in an accident

If the issue is more serious and/or requires more than 3 days extension, the student must complete a formal application of extension of assessment.

Should a Simple Extension not be granted, the student may wish to pursue a Formal Extension.

### Formal Extensions

A Formal Extension of assessment will only be granted due to unexpected or extenuating circumstances. Unexpected or extenuating circumstances are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance. Examples of unexpected or extenuating circumstances may include the following and any application for a Formal Extension must be accompanied by full supporting documentation:

**Illness or temporary disability:**

Students must visit a doctor in person within two (2) working days after the exam or assessment item deadline to obtain a medical certificate for their application. Furthermore:

The attending physician must confirm that the student was incapacitated at the scheduled time and date of the examination and/or assessment.

The student must be seen while sick or incapacitated or a suitable medical record must be provided to support the student's case.

AIM reserves the right to contact the treating physician/medical practice

**Accident:**

A copy of the accident report or letter or statement from the attending police officer or fire officer, or if an accident at home, from a certified medical practitioner

**A cultural commitment:**

Cultural commitments must be recognised at state, national or international representative level and must include supporting information including, for example, a letter on an appropriate letterhead. Extensions based on this basis will not be granted for final written and performance examinations and assessments. Cultural commitments will be assessed on a case by case basis.

**Sorry Business:**

A copy of a medical certificate (for life threatening illness or injury), death or funeral notice, a statutory declaration or a letter from an elder.

**A significant performance or industry opportunity:**

Performance or industry opportunities must be accompanied by a statement from the student outlining the reasons that the performance or industry experience is significant including: how it will enhance the development of the student towards an industry standard and how it is significant for their professional development. Extensions based on this basis will not be granted for any summative examinations. Applications will be assessed on a case-by-case basis and may not be approved if disruption to academic progression is deemed too significant.

**Bereavement:**

A Statutory Declaration stating the relationship of the student with the deceased, together with the funeral notice.

**Compassionate Circumstances:**

Compassionate grounds will be considered on a case by case basis and will be referred directly to the AHoLT. The Student Wellbeing Office may be consulted in these circumstances.

**Other Extraordinary Circumstances:**

These typically include adverse or extreme weather events or natural disasters. The Chief Academic Officer (CAO) will consider these applications. Furthermore, the CAO may make institute wide determinations in extraordinary circumstances that impact all students

Other situations may be approved at the discretion of the CAO.

**2.7 Application for Formal Extension of Deadlines or Deferral of Examinations****2.7.1 Lodging the Application**

Students may apply for a Formal Extension to an assessment deadline or request for deferral of an examination by completing the *Application for Extension of Assessment* form, attaching supporting documentation and submitting the form no later than **one** working day prior to the due date of the exam or assessment item unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible.

### 2.7.2 Consideration of the Application

All applications for extension of the deadline for submission of an assessment or for the deferral of the date for an examination will be considered by the AHoLT for that particular unit. The AHoLT will make an assessment of the extenuating factors and the sufficiency of the supporting evidence to substantiate the application.

For **written submissions and project-based assessments** extensions will only be granted on the basis of:

- Medical evidence with supporting doctors certificate
- Extreme personal circumstances eg: family illness or bereavement
- Sorry business
- Accident
- Cultural commitment
- A significant performance or industry opportunity
- Other extraordinary circumstances

For **performance or written examinations** extensions will only be granted on the basis of:

- Medical evidence
- Extreme personal circumstances eg: family illness or bereavement
- Sorry business
- An accident on the day of the performance or examination

Documents that are not in English must be officially translated and submitted together with certified copies of supporting documents. Officers authorised to translate official documents into English include:

- National Accreditation Authority for Translators and Interpreters
- The Institution where you completed your studies
- Public Notary (for some countries e.g. India and China)

### 2.7.3 Notification of Response

Applicants will be notified of the outcome of their application via their AIM email account only. AIM will respond to most requests within three (3) working days.

### 2.7.4 Extension Examination and Performance Times

All approved extensions for written examination and performances will be held during the official deferred/supplementary assessment week for that study period as outlined in the *Academic Calendar*.

### 2.7.5 Written Assessments

For all written submissions and project-based assessments, the candidate will normally be granted a maximum of one week's extension.

### 2.7.6 Further Extensions

Unless there is additional and documented extenuating circumstances, AIM will not provide more than one approved Formal Extension for any particular examination or assessment.

Only in extreme circumstances, and with relevant supporting documentation (medical certificate, police report, statutory declaration), will a second Formal Extension or a first Formal Extension after a Simple Extension is granted, be considered. If documentation cannot be provided, the extension will not be approved.

### 2.7.7 Range of Grades

A student who is granted an assessment extension in a course is eligible for the full range of grades available for that assessment.

### 2.7.8 Denial of Requests

Students will not normally be granted a Formal Extension where:

- Students could reasonably have been expected to avoid circumstances that prevented them from attempting the assessment. (Avoid the circumstances includes both short and longer-term incidents / situations)
- An application has been lodged later than one working day prior to the due date of the exam or assessment item,

unless the evidence of unexpected or extenuating circumstances provided indicates that an earlier application would not have been possible

- The request relates to holiday or other travel arrangements, including for international travel, for example, booking a plane ticket prior to the end of the study period.
- The student has arranged their arrival on campus time to be less than one hour before the scheduled examination/assessment time.
- The student has misread an examination timetable or attended the wrong examination.
- The application is based on a corrupt file or damaged hard drives or other technical malfunctions. Students are strongly urged to back up their files and regularly update these to avoid lost work due to a hardware malfunction.
- Documentation is incomplete or does not cover the appropriate period.
- The student has knowingly made false or misleading claims of extenuating circumstances or has altered or falsified documentary evidence (e.g. medical certificate, professional authority form or other supporting documentation) and will be considered as an act of student misconduct and may be dealt severely.

### **2.7.9 Equal Opportunity Adjustment Program (EOAP)**

Students who have been placed on an EOAP cannot receive any additional extension opportunities other than for the reasons listed above.

### **2.7.10 Right of Appeal**

Students who have unsuccessfully applied for an extension have the right of appeal by lodging an *Assessment Appeals Application* form available through 'MyCases' in the MyAIM student portal within 2 working days of the determination being sent. The appeal will be accessed by the AHoLT who will consider whether:

- Any clerical or administrative error has been made, and/or;
- Any further evidence by the candidate or supporting staff is presented.

### **2.7.11 Resubmission**

Should an appeal be successful, the student will have their result listed as 'DE' and will be able to either:

- sit the examination/performance assessment at the next appropriate opportunity, or;
- in the case of written submissions and project-based assessments, be awarded a revised submission date.

In the case of end of study period assessments, this is usually in the deferral/supplementary assessment week at the end of the study period. In the case of mid study period assessments, this is usually at the end of the study period.

## **2.8 Remarking of Assessment**

If a student does not agree with the mark awarded for an assessment, they must first discuss the matter with their lecturer who may decide to:

- I. Reassess the grade awarded for the assessment and/or
- II. Ask another member of academic staff to also mark the assessment

The student will be notified of the outcome including if there is no change to the initial grade awarded or of any resulting marking adjustment, if any.

### **2.8.1 Right of Appeal**

If following notification of the reconsideration of the mark awarded, the student remains dissatisfied with the outcome, they may appeal the mark awarded.

The Student must complete an *Assessment Appeals Application* within five (5) working days of receipt of the notification of the reconsidered mark awarded.

Appeals against a mark will only be considered on the following grounds:

- I. Evidence that the original marking was unfair or inconsistent with marking guidelines rubric for the piece of assessment
- II. That there was bias in the marking of the assessment



**2.8.2 The Assessment Appeals Application** will be assessed by the Associate Head of Learning and Teaching (AHoLT) responsible for the unit. If the request for review is approved, the assessment will be remarked by a new marker appointed by the AHoLT, without penalty.

Only a single remark will be permitted for an assessment appeal, and the result of the remark will be recorded as the final grade for that assessment task if it is higher than the original mark. If a lower grade is recommended, the original grade will stand. The student will be notified of the outcome of the Assessment Appeal process in writing.

If, following the notification of the outcome of the Assessment Appeal process, the student remains dissatisfied with the outcome, then normal academic procedures for handling appeals will be followed. See the *Appeals Policy and Procedure*.

## 2.9 Examinations

During all examinations and assessments, students must comply with the Institute's *Examination Procedures*.

**2.9.1** A student is responsible for:

- Knowing when the exam is;
- Knowing where the exam is;
- Being on time for the exam; and
- Producing photo ID (a student card, driver's licence or passport). Students who fail to provide ID will not be able to sit the exam

**2.9.2** If a student fails to attend an examination they must, as soon as possible, apply for an Extension of Assessment. See **B Extension of Assessment** above.

**2.9.** Failure to attend an examination event will result in a zero mark recorded, with the following exceptions:

- In the case of documented illness or temporary disability
- An accident
- Bereavement
- Compassionate circumstances
- Extraordinary circumstances.
- Sorry business

Refer to **B Extension of Assessment** above for details.

## C. Grading

While assessments will be marked numerically, students will only be advised of the grade for each assessment, ie: distinction, credit, etc

The following relationships exist between grades and marks:

Grade	Marking Range
High Distinction (H)	85% - 100%
Distinction (D)	75% - 84%
Credit (C)	65% - 74%
Pass (P)	50% - 64%
Fail (N)	1% - 45%
Non Attendance (NA or N*)	0%

## 2.10 Assessment Rules

**2.10.1** Non-submission/completion of an assessment task will result in a mark of zero for that piece of assessment.

**2.10.2** Students must obtain an aggregate mark of 50% or more in order to pass any unit.

## 2.11 Supplementary Assessments

The results for each unit will be considered by the Examination Review Subcommittee (ERSC)

- Upon ratification of the unit results, the ERSC may offer a student who has an overall unit mark of between 45% and 49% (inclusive) the opportunity to take a **supplementary assessment**.
- A supplementary assessment is a new item of assessment designed to provide further opportunity to demonstrate that the student has achieved the required learning outcomes of the unit.
- Supplementary assessments will be subject to the same quality assurance and approval processes as other forms of assessment, as set out elsewhere in this Assessment Policy and Procedures.
- A student who successfully completes the supplementary assessment will be awarded a mark of 50% for the subject and a grade of Supplementary Pass (SP).

**2.11.1** It is at the student’s discretion whether to accept the offer of a supplementary assessment. If the student declines the offer they will be awarded a fail grade for the unit and will have to retake the unit in its entirety.

**2.12 Graduation Requirements**

**2.12.1** Students must ‘pass’ with a grade of 50% or above in all units in the program of study to be awarded a qualification.

**2.12.2** If a student achieves one ‘fail’ grade of less than 50% in their final study period of study, they may take a supplementary assessment in order to attain an overall unit grade of no more than a ‘pass’, enabling the student to graduate.

**2.13 Academic Integrity including Plagiarism**

Please refer to the *Academic Integrity Policy and Procedure*.

**2.14 Storage and Retention**

Finalised results obtained by students for award and non-award courses, including the Foundation Program, will be retained for a minimum of 7 years after action completed.

**D. Assessment Moderation**

**2.15 Assessment Review and Moderation Processes**

A tripartite procedure for developing and reviewing assessment tasks and results before, during and after unit delivery has been developed in order to foster a culture of academic rigour and continuous reflection and refinement, with sample moderation over time being initiated to ensure fairness, consistency and transparency in marking. Insights gained from this procedure feeds into ongoing course and unit review processes.

The following table outlines the means by which the Academic Affairs Division ensures the academic rigour and integrity of assessment moderation through progress review over multiple study periods. A report covering both courses and performance will be produced annually and presented to the Academic Board for review and discussion

Pre Study Period	Mid Study Period	Post Study Period
<p><u>Assessment development:</u></p> <ul style="list-style-type: none"> <li>• Lecturers review current assessment tasks in relation to student feedback and immediate past student performance working in consultation with academic peers</li> <li>• AHoLTs evaluate relevance and validate alignment of assessment tasks noting proposed changes</li> <li>• AHoLTs ensure alignment with learning outcomes prior to ratifying existing assessments, endorsing minor revisions or forwarding requests for major assessment changes to the CS for approval</li> </ul>	<p>Student communication about assessment experience and outcomes is informally facilitated as part of reflective learning. Informal feedback is discussed in class with lecturers and validated by AHoLTs</p> <p><u>Assessment moderation:</u></p> <ul style="list-style-type: none"> <li>• AHoLTs moderate a sample of assessments (1 fail, 1 pass, 1 credit, 1 distinction, 1 high distinction) from each campus (if applicable) to ensure marking quality and consistency against criteria</li> <li>• AHoLTs to ensure consistency in marking of tasks by multiple assessors across both campuses</li> </ul>	<p>Assessment task outcomes and exam results review:</p> <ul style="list-style-type: none"> <li>• Lecturers evaluate assessments and exams based upon on student achievement and feedback</li> <li>• Any revision of assessments to be discussed with the AHoLT</li> <li>• Major assessment changes are discussed in relation to past moderation outcomes and presented to the CS prior to approval by the Academic Board</li> <li>• Continuous improvement initiatives to correlate, streamline and refine the number, type and format of assessment tasks across multiple units or courses are referred by the AHoLTs to the CS</li> </ul>

Pre Study Period	Mid Study Period	Post Study Period
<ul style="list-style-type: none"> <li>Following Academic Board approval, revised or new assessment tasks are incorporated into Unit Outlines and updated on the LMS prior to next teaching period.</li> </ul> <p><u>Exams Developed:</u></p> <ul style="list-style-type: none"> <li>Lecturers prepare new exam</li> <li>Consult with other lecturers</li> <li>Seeks approval for the exam from AHoLT</li> <li>AHoLT approves exam questions or requests changes bearing in mind learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>If significant inconsistencies are found, they would be taken by the AHoLT to the ERSC for consideration where it would be addressed</li> </ul> <p><u>Exam feedback:</u></p> <ul style="list-style-type: none"> <li>AHoLTs moderate a sample of exam results (1 fail, 1 pass, 1 credit, 1 distinction, 1 high distinction) from each campus (If applicable) to ensure marking quality and consistency against criteria</li> <li>AHoLTs to ensure consistency in marking of written or performance work by multiple assessors across both campuses</li> </ul>	<p>prior to presenting to the Academic Board for approval.</p>

## 2.16 Results Moderation

Pre Study Period	Mid Study Period	Post Study Period
<ul style="list-style-type: none"> <li>As directed by the LQC, AHoLTs will undertake a review of unit assessment results as flagged by the ERSC</li> </ul>		<ul style="list-style-type: none"> <li>Assessment marks are cross-referenced and results ratified at Examination Review Subcommittee (ERSC).</li> <li>Post ERSC, all unit assessments showing an unexplained 10% deviation in marks between the two campuses will be moderated</li> <li>All assessments with an unexplained high average, low average, and narrow standard deviation will be moderated</li> <li>All significant inconsistencies found in marking, to be discussed at the ERSC</li> </ul>

## E. Attendance

### 2.17 Student Attendance Requirements

- All students should maintain attendance and engagement in all units of study in accordance with student attendance and engagement requirements and the Student Code of Conduct.

### 2.18 Student Attendance Recording

- Timetables are created and made available to students every study period.
- Lecturers are responsible for maintaining weekly class attendance and engagement.
- Rolls are to be marked not more than 15 minutes after the commencement of a class
- All absences, including those later evidenced by a doctor's certificate, or other evidence, are to be treated as non-attendance for the purpose of attendance recording and calculation. They must thus be marked 'Did not attend'.

### 2.19 Student Attendance Monitoring

- Student engagement is monitored throughout every study period.
- Weekly unit engagement is monitored by Lecturers.

- Overall study load attendance and engagement will be monitored by the Head of Learning and Teaching (or nominee)
- Students at risk of not achieving satisfactory engagement will be warned and counselled by the Associate Head of Learning and Teaching (or nominee).
- When a student is counselled, a file note must be written and placed on the student’s file.
- Students are normally not permitted to commence their studies beyond Friday of Week 2 of the Study Period. Any requests to commence late up to this date must be made in writing to the CAO before Study Period commencement.

### 3. Accountabilities

#### 3.1 Responsible Officer

- Chief Academic Officer:** overall responsibility for this policy and procedure

#### 3.2 Contact Officer

- Academic Staff:** are responsible for ensuring they understand, comply and operationalise this policy and procedure
- Student Services Manager:** responsible for generating reports
- Head of Student Experience and Success:** responsible for overseeing and reviewing assessment moderation activities for monitoring and approval of assessment results and improvements made to assessment tasks, tools and protocols; providing annual reports to the Academic Board; approves Equal Opportunity Adjustment’s
- Head of Learning and Teaching:** overall responsibility for implementing this policy and procedure; responsible for overseeing AHoLTs’ management of course delivery at respective campuses
- Lecturers:** responsible for developing, delivering, reviewing and marking assessment tasks in units taught, participating in assessment moderation as required
- Associate Head(s) of Learning & Teaching:** responsible for approving assessment extensions, special considerations; organising re-sit exams; responsible for reviewing lecturers’ recommendations for changes to Unit Outlines, ensuring consistent delivery across campuses; responsible for supervising lecturers to coordinate learning and teaching delivery

### 4 Supporting Information

#### 4.1 Supporting Documents

- *Academic Calendar*
- *Application for Special Consideration*
- *Application for Extension of Assessment*
- *Request for Equal Opportunity Adjustment*

#### 4.2 Related Documents

- *Academic Integrity Policy and Procedure*
- *Appeals Policy and Procedure*
- *Academic Progression and Intervention Policy and Procedure*
- *Examination Procedures*
- *Student Code of Conduct*
- *Student Grievances and Complaints Policy and Procedure*

#### 4.3 Superseded Documents

- *AIM Assessment, Moderation and Benchmarking document*
- *QMS Application for Deferral policy*
- *Application for deferral form*
- *Assessment Moderation Policy and Procedure*
- *Attendance Policy and Procedure*
- *Extension of Assessment Policy and Procedure*

### 5. Definitions and Acronyms

Term/Acronym	Definition
AIM referred to as the ‘Institute’	The Australian Institute of Music Limited ABN: 89 003 261 112; PRV: 12050; CRICOS 00665C

<b>Academic</b>	Learning, teaching, assessment and research related matters including (but not limited to) eligibility for entry to a course of study, course design and delivery, student participation and attainment, attrition, retention, progression, completion, grade distribution, curriculum content and awards in a course of study.
<b>Assessment</b>	The process of collecting evidence and making judgements on whether learning outcomes have been achieved, to confirm that an individual can perform to the standard or level of achievement required within a subject.
<b>Assessment Appeal</b>	Refers to appeals (with grounds) against decisions relating to course assessment process (assessment marks)
<b>Appeals</b>	Refers to appeals regarding student progress (academic progression, suspension or exclusion), enrolment (return to study), or academic integrity and misconduct (cheating, plagiarism, breaching copyright).
<b>Duty of Care</b>	Is an obligation under law for the Institute to take all reasonable precautions to safeguard individual and collective rights and academic prerogatives, giving priority to maintaining a professional and constructive learning and teaching environment for the majority of students and staff. Particular obligations and responsibilities apply to students under the age of 18 years. It should be noted that any abusive, disruptive, threatening or potentially threatening dispute, grievance or complaint that is of a serious nature (such as coercive, intimidating, aggressive, violent or unlawful behaviour) the Institute will take formal action to intercede and temporarily exclude the perpetrator in order to protect the interests of others in its care.
<b>Formative Assessment</b>	Assessment tasks that are designed primarily to provide feedback to students on their progress against learning outcomes. Formative feedback can also inform staff on student progress which can inform their teaching.
<b>Foundation Program</b>	Nationally recognised course that equips students with the skills and capabilities to seek entry into a higher education program. They provide an academic entry pathway to first year undergraduate study or its equivalent.
<b>Lecturer</b>	The person teaching a particular unit of study.
<b>Moderation</b>	Ensures the consistency and accuracy in the marking of student assessments, irrespective of time, place or marker.
<b>Natural Justice</b>	Right to a fair hearing (prior notice of hearing, opportunity to be heard, conduct of the hearing, right to independent external advisor, the decision and reasons for it)
<b>Published</b>	The date on which an assessment outline is listed on SharePoint.
<b>Reasonable Opportunity</b>	When a student has been affected by one or more of the following reasons for more than 50% of the time in which the task was published on SharePoint: <ul style="list-style-type: none"> <li>• Illness or temporary disability</li> <li>• Accident</li> <li>• Cultural commitment</li> <li>• Sorry business</li> <li>• Significant performance or industry opportunity</li> <li>• Bereavement</li> <li>• Compassionate circumstances</li> <li>• Extra ordinary circumstances</li> </ul>
<b>Sorry Business</b>	The term used by Aboriginal and Torres Strait Islander people to refer to the death of a family or community member and the mourning process. Sorry Business includes attending funerals and taking part in mourning activities with community

<b>Staff</b>	Any person currently employed by the Institute.
<b>Student</b>	Any person currently enrolled by the Institute.

## 6. Revision History

Version	Date Approved	Approved by	Review History	New Review Date
1.2	01/03/2018 15/03/2018	Academic Board Board of Directors	New Policy	January 2019
1.3	21/02/2019 07/03/2019	Academic Board Board of Directors	Updated to include: <ul style="list-style-type: none"> <li>Principles</li> <li>Reference to Foundation Program</li> <li>Week 6 and Week 12</li> <li>Special Consideration</li> <li>Assessing Coursework</li> <li>Updated Responsibilities</li> </ul>	January 2020
1.4			Updated as per Academic Board recommendations	
2.0	21/11/2019 05/12/2019	Academic Board Board of Directors	Whole of policy review, including incorporation of Assessment Moderation, Extension of Assessment and Attendance policies and procedures	December 2021
2.1			Updates as per Academic Board recommendations, including removal of the Grading of Assessments table (to be included in guidelines)	
2.2	13/02/2020 05/03/2020	Academic Board Board of Directors	Updates as per Academic Board recommendations: <ul style="list-style-type: none"> <li>Include definitions for 'Formative Assessment' and 'Sorry Business'</li> </ul>	December 2021
2.3	20/11/2020 04/12/2020	Academic Board Board of Directors	Updated: <ul style="list-style-type: none"> <li>Amendment to the Supplementary Assessments section</li> <li>Removed Program Leader and Replaced with Associate Head of Learning &amp; Teaching</li> <li>Removed reference to Turnitin</li> <li>The word attendance replaced with Attendance and Engagement.</li> </ul>	December 2021
2.4	09/07/2021 26/08/2021	Academic Board Board of Directors	Updated to include clauses relating to: <ul style="list-style-type: none"> <li>Translation of official documents that are not in English.</li> <li>The denial of a request where a student has made false or misleading claims or has altered or falsified documentary evidence.</li> </ul>	December 2024
2.5	28/10/2022 15/12/2022	Academic Board Board of Directors	Review on expiry: <ul style="list-style-type: none"> <li>Minor administrative amendment to reflect institutional and legislative currency e.g., updates to list of legislation, updates to position titles.</li> <li>Updated process of form submissions</li> </ul>	December 2024

Version	Date Approved	Approved by	Review History	New Review Date
2.6	11/07/2024	Academic Board	<ul style="list-style-type: none"> <li>• Updated legislative and institutional compliance</li> <li>• Minor amendment to 2.3 Assessment Timing and Submission</li> <li>• Amendment to B. Extension of Assessment – inclusion of simple and formal extensions</li> <li>• Amendment to 2.10 Assessment Rules</li> <li>• Amendment to E. Attendance</li> </ul>	December 2024