

ASSESSMENT PROCEDURE

Purpose

This procedure outlines the assessment design and delivery processes.

Scope

This procedure applies to all Monash College (the College) staff and students involved with assessment activities, including Monash University students undertaking a pathway program at Monash College.

This procedure also applies to International Partners who are required to comply with Monash College policies as per the Third-Party Arrangement contracts between the College and Partners.

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Procedure

1. *Assessment* design and delivery

Ref	Process Steps	Responsibility
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1.1	Develop and design the <i>assessment tasks</i> in consultation with the Digital and Learning Design and Assessment unit on an as-needed basis.	English language: Program Leader (or equivalent) or delegate; Foundation, Monash Advanced Preparation Program (MAPP): Unit Leader (or equivalent) or delegate; Diploma of Business and Diploma of Engineering Part 1 and Part 2: Unit Leader (or equivalent) or delegate in consultation with Monash University Chief Examiner or delegate where applicable; All Other Diplomas Part 1: Unit Leader (or equivalent) or delegate; and All Other Diploma Part 2: Monash University faculties or delegate
<i>Applicable to Foundation, MAPP and Diploma programs only</i>		
1.1.1	- Employ a team-based approach, with quality oversight from: - the Unit Leader for Foundation units and MAPP Teacher with subject matter expertise, - the <i>Assessment Moderator</i> or Unit Leader for Part 1 units, and - the Monash University <i>Chief Examiner</i> for Part 2 units. - Where a <i>coursework assessment</i> or <i>final examination</i> has been developed by a teacher (where the teacher has been nominated by the Unit Leader and approved by Discipline Leader or Team Leader), the Assessment Moderator and/or Unit Leader in conjunction with the Monash University Chief Examiner (if applicable) ensures alignment with the principles of good assessment practice outlined in the Assessment Policy.	Foundation: Unit Leader (or equivalent) or delegate MAPP: Teacher with subject matter expertise Diploma of Business Part 1 and Part 2: Unit Leader (or equivalent) or delegate in consultation Assessment Moderator and/or Monash University Chief Examiner where applicable; All Other Diplomas: Unit Leader (or equivalent) or delegate in consultation with Monash University Chief Examiner or delegate where applicable

<i>Communicating assessment requirements</i>		
1.2	Provide students with assessment requirements in the unit guide/outline and/or the learning management system as outlined in <i>Appendix A: Methods and timeframes of communicating assessment requirements</i> .	Program Leader/Unit Leader (or equivalent) or delegate
<i>Review and revision of assessment tasks (previously known as assessment recycling)</i>		
1.3	Revise assessment* tasks prior to each <i>study period</i> to prevent any students with knowledge of the task and/or its solution from a previous offering from potentially having an unfair advantage. Tasks that have defined solutions or answers must have significantly different content from tasks (including deferred assessments, past assessment questions and tasks that have been provided to students for practice) (see the Assessment Guidelines). *Assessment must limit the opportunity for students to recycle work from: • other units; • a previous semester of study, particularly if a student is repeating; • other students' assessed work; • from publicly available assessment materials; • past assessment materials, examinations or solutions; and/or • assessment versions	English language: Program Leader (or equivalent) or delegate; Foundation: Unit Leader (or equivalent) or delegate; MAPP: Teacher with subject matter expertise Diploma of Business and Diploma of Engineering Part 1 and Part 2: Unit Leader (or equivalent) or delegate in consultation with Monash University Chief Examiner or delegate where applicable; All Other Diplomas Part 1: Unit Leader (or equivalent) or delegate; and All Other Diploma Part 2: Monash University faculties or delegate
<i>Number of Assessments and Assessment Weighting</i>		
1.4	For Monash English program: • No limit on the assessment weighting. • All formal assessments are held at the end of a Monash English Level.	Program Leader (or equivalent)
1.5	For Monash English Bridging: • No single assessment tasks can be worth more than 40 percent of the total assessment of the program. • There will be a maximum of seven assessments for each program.	Program Leader (or equivalent)

	Exceptions to the above limits must be approved through relevant governance processes.	
1.6	For new Monash English programs: - No single assessment tasks can be worth more than 30 percent of the total assessment of the program. - There will be a maximum of seventeen assessments for each module. - Exceptions to the above limits must be approved through relevant governance processes.	Program Leader (or equivalent)
1.6	For Foundation programs: - No single assessment tasks can be worth more than 30 percent of the total assessment of the unit. - There will be a maximum of five assessments for each unit. - Exceptions to the above limits must be approved through relevant unit or course review processes. For further details, refer to the Diploma Part 1/Foundation Year Assessment Design Guidelines.	Unit Leader (or equivalent)
1.7	For Diploma Part 1 and MAPP programs: - No single assessment tasks can be worth more than 35 percent of the total assessment of the unit. - There will be a maximum of five assessments for each unit. - Exceptions to the above limits must be approved through relevant unit or course review processes. For further details, refer to the Diploma Part 1/Foundation Year Assessment Design Guidelines.	Unit Leader (or equivalent)
1.8	For Diploma Part 2 programs, all assessment weightings are provided by the Monash University Chief Examiner or delegate. Note that some faculties may allow the College to set the internal assessment composition and weighting but are subject to the Monash University Chief Examiner's approval.	Unit Leader (or equivalent)
<i>Hurdle requirements (Applicable to Diploma programs only)</i>		
1.9	Set a hurdle requirement which is a compulsory task within individual units that must be completed successfully in order to fulfil the assessment requirements of the unit.	Unit Leader (or equivalent) in consultation with Monash University Chief

	If a unit has a hurdle requirement, this will be aligned with one or more of the unit learning outcomes. If a student fails to meet a hurdle requirement, the student's final result will be impacted. Students who do not meet the unit hurdle requirements and would have otherwise received a 49N or higher grade, will automatically receive a 48N.	Examiner or delegate where applicable
<i>Scheduling of assessment tasks</i>		
1.10	• Schedule at an appropriate time to assess the student's achievement against learning outcomes and to provide feedback that is constructive and supportive of further learning. • Where possible, schedule an <i>activity</i> within the first few weeks of the study period to assist in identifying students who may be at risk of unsatisfactory progress. • Where possible, schedule due dates for major assessment tasks in a unit at least two weeks apart considering the overall course workload of students in the unit. This does not apply to portfolio related assessment tasks that contribute to a broader project. • Ensure that the due dates and submission times must be equitable with respect to time zones and local public holidays for units that are offered in multiple teaching locations. This is to mitigate any risk of academic misconduct within and between cohorts.	Program Leader/Unit Leader (or equivalent)
1.11	<i>Applicable to Foundation and MAPP programs:</i> • Where possible, ensure that at least one assessment task for each unit is submitted and returned by the end of Week 7 to provide timely and constructive feedback to students. For further details on assessment design guidelines, refer to Diploma Part 1/Foundation Year Assessment Design Guidelines.	Foundation: Unit Leader (or equivalent) MAPP: Teacher with subject matter expertise
1.12	<i>Applicable to Diploma programs:</i> • Where possible, ensure that at least one assessment task for each unit is submitted and returned by the end of Week 6 to provide timely and constructive feedback to students.	Unit Leader (or equivalent)

	All assessments will be due no later than Friday of Week 11. Exceptions may be made by the relevant Program Director for assessment tasks that involve a practical component, such as computer simulations or laboratory work; those which students are required to present in person; or where the final assessment tasks are not exams.	
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2. Late assessment submissions

Ref	Process Steps	Responsibility
2.1	Complete and submit a special consideration application form for coursework assessment extensions as outlined in section 4, following the special consideration application process. However, if the student is registered with Disability Support Services and has been approved with flexible assessment deadlines, refer to the process outlined in section 3.5.2 below.	Student
2.2	A marking penalty can only be imposed for an assessment task that has been submitted past the submission time. The Student Academic Integrity Procedure outlines penalties for breaches of academic integrity.	Teachers
2.3	Late submission penalties will apply if students do not submit their assessments by the approved extension or further extension (where applicable) deadlines (see section 4.12).	Student
2.4	Late submission penalties in sections 2.5-2.6 do not apply to <i>timed assessments</i> such as scheduled final assessments, in-class tests or assessments (including presentations), practical assessments (including performances). These late submissions are automatically marked with zero. However, students can apply for special consideration if they experienced technical difficulties when submitting these types of assessment.	Student
2.5	Unless an extension or special consideration has been granted, students who submit an assessment task after the due date will receive a late-submission penalty of five per cent of the total available marks in that task. A further penalty of five per cent of the total available marks will be	Student

	applied for each additional day (24-hour period), or part thereof, the assessment task is overdue. The chief examiner or delegate or Unit Leader, or Program Leader (or equivalent) can waive a late penalty where a submission is received within one hour of the original submission time due to technical difficulties. Students who were unable to submit the assessment by the submission time due to other exceptional circumstances may be eligible to apply for special consideration.	
2.6	Tasks submitted more than seven calendar days after the due date will receive a mark of zero for that task unless compassionate and compelling circumstances apply that are approved by the Discipline Leader, Program Leader, and Team Leader (or equivalent), or delegate (see section 4.12).	Student Teachers

3. Reasonable Adjustments to Assessment

Ref	Process Steps	Responsibility
<i>Eligibility</i>		
3.1	Students can register with Disability Support Services (DSS) for: • an ongoing medical or mental health condition; • an ongoing disability; • a short-term severe medical condition or injury; or • responsibilities as a <i>student carer</i>.	Student
<i>DSS Application</i>		
3.2	• Complete and submit a registration form and any supporting evidence by the end of week two of the study period. Where required, contact Student Counselling for assistance to complete the DSS registration form or to discuss the Disability Support process; or • Where a new medical condition has become known or the student's circumstance has changed as set out in section 3.1, contact DSS directly via disabilitysupportservices@monash.edu or where required, contact the Student Counselling team as soon as possible to seek advice on the next course of action.	Student

	- Students are recommended to apply at the start of the study period and by the following application deadlines for specific assessments: - For coursework assessments: at least 10 working days before the assessment due date; or - For examinations: at least one month before the commencement of the examination period. - Late applications may be considered only if there are extenuating circumstances.	
3.3	Where a program or a unit is delivered through a third-party arrangement, partner institutions can contact Student Administration to discuss the Disability Support process on student's behalf.	Partner Institution
3.4	Make an appointment to see a Disability Adviser via Monash University Disability website to discuss their application. Details of your DSS registration and circumstances are securely maintained by DSS and will not be disclosed to other areas of the College or University without your consent (see Disability Support Services Privacy Statement). However, DSS will disclose the recommended reasonable adjustments to the relevant teams within the College in order to confirm if the adjustments can be accommodated.	Student
DSS Recommendations		
3.5	Once interviewing the student, review applications to make recommendations of appropriate reasonable adjustments to Student Administration. Where an assessment adjustment involves the student's personal equipment, consult with Student Administration to address any concerns relating to the appropriateness of the adjustment. Where an assessment adjustment involves costs, consult with the Director, Student and Academic Services.	DSS Student Administration
3.5.1	Recommend <i>alternative assessment arrangements for coursework assessments</i> as may be required such as: - use of ergonomic furniture or special seating arrangements; - alternative formats for learning materials;	DSS

	- enabling assistance, such as assistive technology; - use of other adaptive equipment provided or approved by DSS; and/or - an extension of time to complete the assessments.	
3.5.2	DSS may approve a student to have flexible assessment deadlines which allow them to have additional time to meet assessment deadlines (see the Assessment Guidelines for the assessment extension process).	DSS
3.5.3	Recommend <i>alternative assessment arrangements for examinations</i> as may be required such as: - where appropriate and possible, variation in the time the exam is scheduled; - variation in the duration of the examination, including extra working time or rest breaks. Note this should be proportionate to the total exam hours of that unit; - the use of an alternative examination venue, including ergonomic furniture or special seating arrangements; - use of hard copy examination papers instead of a computer-based examination; - alternative format of examination materials; - enabling assistance, such as assistive technology. - use of other adaptive equipment provided or approved by DSS; and/or - alternative forms of assessment.	DSS (in consultation with Unit Leader or Monash University Chief Examiner where relevant)
3.5.4	Where the College provides the student with an alternative form of assessment, ensure that the task should, where relevant, adhere to the following principles in relation to the original assessment task: - be of an equivalent standard; - assess the same learning outcomes; - be consistent with the principles of the Student Academic Integrity Policy; - not disadvantage other students enrolled in the unit; and - be time proximate in the <i>teaching period</i>.	Unit Leader (or equivalent) or Monash University Chief Examiner where applicable

	Notify each student in writing and advise them of the accommodations and conditions within two weeks of the commencement of the examination period. Where late applications are submitted, the student will be notified as soon as possible.	
3.12	Once the application is approved and the student is registered with DSS, it is recommended that students inform their teacher at least two weeks before a coursework assessment is due (or as soon as possible for students who register with DSS within 10 days of an assessment due date) and at least one month prior to the commencement of the examination period.	Students
3.13	Where recommended adjustments are changed, update details in the student management system and notify delegated Monash College staff members (as set out in section 3.8) as soon as possible.	DSS
3.13.1	- Review recommended adjustments; and - Make relevant updates on the student management database; and - Notify the relevant teaching team of the updated adjustments.	Student Administration

4. Special consideration

Ref	Process Steps	Responsibility
<i>Eligibility and supporting evidence</i>		
4.1	Students who are unable to undertake, prepare for or complete any component of an assessment task including examinations and extensions to assessment due dates may apply for special consideration.	Student
4.2	Students with a medical condition, including a mental health condition, or a disability may be eligible to register with Disability Support Services (DSS) and access alternative assessment arrangements or adjustments to assessment requirements (see section 3).	Student
4.3	Students are not eligible if they have: - already submitted the assessment task for marking either by the submission deadline or by the approved extension deadline; - performed an assessment task, such as presentation, labs; or	Student

	attended or attempted the whole or part of a scheduled assessment, unless there are exceptional circumstances as determined by Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate.	
<i>Supporting evidence requirements</i>		
4.4	Ensure that all documentation is in English or accompanied by an <i>authorised translation</i> (e.g., NAATI in Australia).	Student
4.5	The College can request further detail or evidence from the student to support their application. The College is entitled to: - verify the authenticity of any supporting evidence directly with the person or authority who has prepared the document, without giving notice to the student; and - seek further detail directly from the student to gain a better understanding of the student's future capacity to complete an assessment, and where possible, to provide guidance and support.	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
4.6	Report any student who submits allegedly fraudulent evidence to the responsible team for academic integrity.	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate and Academic Administration
4.7	Report the case to Academic Governance when there is a suspicion that a professional practitioner has acted improperly in providing supporting documentation.	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate and Academic Administration
4.8	<i>Applicable to Diploma programs only:</i> Where appropriate, request for permission to contact a medical practitioner directly where the student has applied for special consideration of deferred final examination in more than one study period. Where required, refer the student to Student Counselling in order for them to determine if the student	Team Leader (or equivalent) or delegate Team Leader (or equivalent) or delegate

	circumstances with approved supporting evidence.	
4.10.1	Inform the Unit Leader/Discipline Leader/Team Leader (or equivalent) or the Student Counsellor or other staff members from the student support service teams of multiple and recurring applications for special consideration where relevant.	Academic Administration (or equivalent)
<i>Assessing the application</i>		
4.11	Assess 'during the teaching period' assessment applications, and consider any supporting evidence including previous special consideration applications or student attendance. Refer to types of assessment tasks that a student can apply for special consideration outlined in the Appendix B.	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate and Academic Administration where applicable
4.12	Assess final examination or end of course test/assessment applications, and consider any supporting evidence including previous special consideration applications or student attendance. Refer to types of assessment tasks that a student can apply for special consideration as outlined in the Appendix B.	English: Program Leader (or equivalent) or delegate Foundation: <i>Academic Progress Panel</i> MAPP: Senior Teacher (or equivalent) or delegate Diploma: Team Leader (or equivalent) or delegate
<i>Possible outcomes for special consideration applications and outcome notification</i>		
4.13	Determine one or more of the following outcomes and advise the student in writing of the outcome within five working days: - an extension of time to complete the coursework assessments may be approved up to five calendar days. Where a further extension is required, students must contact the approver of the original request via email. Once the additional extension is approved, advise the student and Academic Administration in writing within five working days. - an alternative assessment task is specified as follows: - English language and MAPP programs: - Rescheduled coursework assessments (i.e. assessments occur during the study period). - Deferred high-stakes	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate

	<i>end-of-course assessments.</i> ○ Foundation programs: ■ Deferred coursework assessments. ■ A derived examination score may be determined and may be used for a final grade calculation in the event where the student is eligible for special consideration. Final examination scores are approved by the Academic Progress Panel. ○ Diploma programs: Deferred final examination. ● Removal of late penalty due to late submission where an extension has been granted. ● Rejection of the application.	
4.13.1	Where applicable, include the relevant Unit Leader (or equivalent) or delegate in the communication so that the additional/alternative assessment can be arranged.	Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
4.13.2	Contact the student via email to arrange the details for the additional alternative assessment held under the same conditions as the original assessment.	Program Leader/Unit Leader (or equivalent) or delegate
4.13.3	Adhere to conditions (as set out in section 4.13) and/or submit or complete the assessment on the approved date and time.	Student
4.13.4	The result of a deferred test or examination will be final and mark adjustments will not be made under any circumstances. If a student attends the originally scheduled examination after being approved for a deferred final examination, the decision will be revoked. The mark for the original examination will be included in the final mark. No further applications can be accepted for the final examination.	Program Leader/Discipline Leader (where applicable only)/Team Leader/Senior Teacher (or equivalent) or delegate
4.13.5	<i>Applicable to Diploma programs only:</i> Where a special consideration application is rejected, in extreme circumstances, consider whether it is appropriate for the student to discontinue from the unit and apply for a <i>Withdrawn (WDN) grade</i> and for Refund or Remission of Debt (see sections 4.19 - 4.23.1 of the	Team Leader (or equivalent) in consultation with Program Director (or equivalent)

	Assessment Procedure and the Assessment Guidelines).	
4.14	Maintain a register of special consideration requests and decisions for reporting to the <i>relevant Results Subcommittee</i> where relevant.	Academic Administration
<i>Scheduling deferred final examinations or tests</i>		
4.15	<i>Applicable to English language programs:</i> For any assessment tasks that occur at the end of the course and are high-stakes: • Approve the student's special consideration application and approve rescheduling of the assessment tasks; • Reschedule the tasks into an optimal clash free blocks schedule across all modules and tasks.	Program Leader (or equivalent) or delegate Academic Administration (or equivalent)
4.16	<i>Applicable to Foundation and MAPP programs:</i> • Where appropriate, schedule deferred coursework assessments. Note that deferred final examinations or tests are not offered. In extreme circumstances, a student may be able to sit a deferred final examination or test; however, it is subject to senior leadership approval.	Teacher in consultation with Unit Leader and/or Discipline Leader/Senior Teacher where applicable
4.17	<i>Applicable to Diploma programs:</i> • Schedule deferred final examinations to be held in the set deferred final examination period each trimester; Wednesday and Thursday of Week 15. • Note that students can sit a maximum of two deferred final examinations per day during the deferred final examination period where applicable. • Inform students of the deferred final examination period at the commencement of their program. • Give students at least three calendar days' notice of the deferred date, time, mode and venue where applicable.	Academic Administration (or equivalent) Student Administration (or equivalent)
4.17.1	Where a student has failed to undertake or complete the deferred final examination, the student may apply to	Student

	reschedule the deferred final examination on one further occasion due to one or more of the following: • an ongoing disability where the student is registered with DSS; • a serious medical condition requiring inpatient hospital treatment; • severe mental health condition; • the experience of gender-based violence; • death of a person with whom they had a significant relationship; • obligations to emergency or military service or civic obligations; • other extreme circumstances beyond their control such as a natural disaster or a serious accident; and/or; • the circumstances for which the deferred final examination was granted are unresolved. The rescheduled final examination must occur within 90 calendar days after the results release date of the study period in which the original scheduled final examination was held. Note that assessments will only be scheduled beyond the maximum time limit in cases of unexpected delays caused by the College's administrative processes.	
4.17.2	Submit the request in writing to Student Administration within two working days from the date of the deferred final examination, and provide supporting evidence relating to their circumstances.	Student
4.17.3	• Assess the request and meet with the student to discuss their request. The student may take a support person to the meeting. Consider all the available evidence but is not limited to: ○ consult staff members from the relevant student support service teams or staff members from the teaching teams. ○ request further evidence. ○ approve a Withdrawn (WDN) result. ○ recommend that no further action be taken and that the Board of Examiners finalise the result(s). • Case manage the student's enrolment.	Program Director (or equivalent) or delegate
4.18	<i>Applicable to English and Diploma programs only</i>	Program Leader/Team Leader (or equivalent) or

	In the event where students have been given permission to defer their high-stakes end-of-course tests/assessments or final examinations, students: • must make themselves available to sit a deferred test or final examination at the set scheduled time. • will sit their deferred test or final examination at the Monash College location they are enrolled in unless a request to sit the test or examination at another location or at the international partner's has been approved.	delegate
<i>Withdrawn (WDN) grade awarded in special circumstances</i> <i>Further details are provided in the Withdrawn Grade Guidelines for Special Circumstances.</i>		
4.19	In certain circumstances, students who are prevented from successfully completing a unit or their Monash English program may be awarded a withdrawn (WDN) even after the withdrawn fail date (or academic census date). WDN grades do not count towards the student's Grade Point Average, Weighted Average Mark, or academic progress risk level.	Student
4.20	A student is eligible for a withdrawn (WDN) grade if they: • meet the criteria for special circumstances set out in the Student Fees - Refunds Procedure; and • apply for special circumstances within the time period set out in section 4.21 below; and • have no findings of academic misconduct against them in the unit or their Monash English program for which they are requesting for a WDN grade. Exceptions apply to students who have been given Penalty Level 1 (refer to Student Academic Integrity Guidelines for further details). For the death of the student, the WDN grade application can be made by the student's family or delegate.	Student or delegate The delegate may include family members or a Monash College staff member.
4.21	To be considered for a withdrawn (WDN) grade, students must complete and submit a WDN application	Student

	form for special circumstances to the Student Administration team (or equivalent) at student.admin@monashcollege.edu.au within 10 working days of the official unit or Monash English program results release date. Late WDN applications may not be accepted or considered.	
4.21.1	A student who has an interim result (WH, DEF, NS) at the time of results release, or who has had a correction to their mark, must apply within 10 working days of being notified that their result has been finalised.	Student
4.22	Where a student is prevented from submitting an application within the time period specified above in section 4.21 or 4.21.1 (as appropriate) due to circumstances beyond their control, the relevant Senior Academic Program Manager (or equivalent) or delegate can approve a longer application period. Applications for extensions must include evidence of the circumstances and demonstrate that they were beyond the student's control. If approved, the extension to apply will be proportionate to the circumstances.	Senior Academic Program Manager (or equivalent) or delegate
4.22.1	The Safer Community Unit (or equivalent) can recommend to the relevant Senior Academic Program Manager (or equivalent) or delegate (or delegate) an extension to the application time period in section 4.21 for a student who is a victim of crime, including gender-based violence, sexual harm, family or domestic violence.	Safer Community Unit (or equivalent)
4.23	In the event that a student has applied for special circumstances and there is an allegation of academic misconduct that has not yet been determined, the student's application will be assessed after the misconduct investigation has concluded.	Student Administration (or equivalent) Senior Academic Program Manager (or equivalent) or delegate
4.24	Possible outcomes After considering the evidence, determine and notify the Student Administration team (or equivalent) of the application outcome within 10 working days of receiving the complete application, including all required evidence. Outcomes may include:	Senior Academic Program Manager (or equivalent) or delegate

	• approving a withdrawn (WDN) grade; or • denying the application, providing reasons for the decision.	
4.25	Notify the student of the WDN grade application outcome within 10 working days of receiving the completion application. Where a student is deceased, inform the student's family of the outcome.	Student Administration (or equivalent)

5. Marking, Grading and Feedback

Ref	Process Steps	Responsibility
Assessment marking		
5.1	Ensure: • processes are in place for marking assessments fairly and reliably; and • all markers, where academic judgement is required, have the appropriate level of qualifications, discipline knowledge and experience (see the Assessment guidelines). • a marking guide and/or rubric for each assessment task are provided. The rubric must describe, for each marking criterion, the level of performance required for the different grades. For Diploma programs, the rubric must be consistent with the Monash University Grade Descriptors. • clear instructions to all markers are provided regarding the allocation of student marks and grades. • pre-marking calibration activities are conducted. • where possible, the final result for each student is accurately calculated and the appropriate mechanisms are in place for verifying and recording of marks in Web Resulting System (WRS). • marking for coursework assessment items must be completed within the required timeframe to ensure that students are informed of relevant feedback and meeting the resulting deadlines.	Program Leader/Unit Leader (or equivalent) or delegate/Monash University Chief Examiner where applicable

5.2	Disclose any potential, actual or perceived conflict of interest to the Program Leader or Unit Leader (or equivalent) or delegate.	Assessor
5.3	Disclose any conflict of interest to their supervisor and have it managed in line with the Conflict of Interest Procedure .	Program Leader or Unit Leader (or equivalent) or delegate
5.4	Where suspecting there has been a breach of academic integrity in relation to an assessment task, stop marking the assessment and refer the matter immediately to the Program Leader/Unit Leader (or equivalent) or delegate for academic integrity.	Assessor
<i>Marking occurs during the teaching period.</i>		
5.5	Mark assessments progressively, usually within 10 working days for a majority of the programs (see the specific marking timelines set out in the Assessment Guidelines) during the study period to ensure marking and grading is consistent with agreed standards of performance/assessment criteria (see the Calibration and Moderation Procedure).	Teacher
5.6	Conduct marking fairly and reliably and use the relevant grading schema for the program to record student performance judgments in the student management system. Refer to Appendix C for Grading schema.	Teacher
5.7	Provide marks or grades to the student via learning management system, and feedback at the same time, where possible, within two weeks from the date the marking is completed for the majority of the programs (see the Assessment Guidelines for specific feedback timelines). Note that feedback for coursework assessment items should be constructive in order to help the student improve their performance in subsequent assessment tasks. Feedback should also inform them of how they are performing against assessment criteria and learning outcomes.	Teacher
5.8	Depending on the nature of each assessment task, provide feedback in one or more of the following forms: • written, audio or video comments; • oral comments in group sessions or from teachers to commend, guide and/or correct the student's learning;	Teacher

	- provision of sample answers (where student work is de-identified) provided questions are not used in a major assessment task. This type of feedback can be provided in addition to feedback following the assessment; or - predictive feedback that outlines typical mistakes or areas in which students perform well. This type of feedback can be provided before the task is due; and/or - rubrics or marking guides given to students (written assessment above 10%, includes essay, esports), with meaningful details of the student performance against the criteria.	
<i>Marking occurs at the end of the study period.</i>		
5.9	For applicable programs only, students can access feedback for examinations after results for the units are released (as set out in section 8 of the Examination and Supervision Procedure).	Teacher
5.9.1	Where the assessment feedback is relevant to the examination, provide feedback to students by the end of the teaching period. Exceptions to this timeframe can be approved by the relevant Program Director (or equivalent).	Teacher
5.10	- Enter results into a results spreadsheet or a resulting management system depending on each specific program. - Review and confirm the grading process; and complete the Moderation reports. - Provide the Moderation reports to the relevant Results Subcommittee for review (see sections 5.22 - 5.28) .	Assessor Assessment Moderator/Moderator
5.11	Where a discrepancy is identified between expected performance based on the coursework assessment outcomes and actual performance in the exams, review the exam submissions before the result is finalised where appropriate.	Assessor
5.12	The final results are calculated accurately and that the appropriate mechanisms are in place for verification (see section 5.16). The final unit result will be rounded to the nearest whole number (e.g., 79.01 to 79.49 rounds to 79 and 79.50 to 79.99 rounds to 80).	Assessor
<i>Feedback Quality</i>		

5.13	For coursework assessments, where relevant, ensure that feedback must address the learning outcomes and assessment criteria of the task, and include grades/marks and/or comments about the student's performance against each criterion. Feedback should be provided in clear language and be sufficiently detailed to support further learning. The feedback quality should be consistent across all teachers.	Teacher Teacher Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate
<i>Additional feedback</i>		
5.14	A student can only request additional feedback after they have accessed all forms of feedback available for the assessment task, as indicated in the learning management system. Speak to the teacher regarding additional feedback in the first instance within 10 working days after the feedback is available for the assessment. Where the student is still dissatisfied, they can email the Unit Leader or Program Leader (or equivalent) or delegate to request further detailed feedback. The request must outline: - the feedback received to date and why the student considers it inadequate to support their learning. - the steps taken to obtain additional feedback; and/or - any exceptional circumstances that have prevented them from accessing all available feedback.	Student
<i>Use of feedback to inform teaching practice</i>		
5.15	Where possible, use student feedback provided through survey or by Moderators to reflect on and identify areas of unit assessment, teaching materials and practices that require improvement.	Teacher, Unit Leader
<i>Verification of fail grades in assessment tasks</i>		
5.16	The fail grade verification process for all pathway programs can be found in the Assessment Guidelines .	Assessor (or equivalent) or delegate in consultation with Program Leader/Unit Leader (or equivalent) or delegate and/or Discipline

		Leader/Team Leader/Senior Teacher where applicable
<i>Scaling of marks</i>		
5.17	Make recommendations that scaling of marks is required to ensure quality of outcomes and consistency across different cohorts of students. Provide to the relevant Results Subcommittee together with the recommended marks, a detailed justification for the scaling and the method used to adjust the marks.	Assessment Moderator or Moderator
5.18	Marks can be scaled when: • a review of student performance on an assessment task, or part thereof, indicates that the task did not appropriately assess the unit learning outcomes or that the difficulty level of the assessment was not appropriate (either too low or too high). • the marking scheme is not followed. • An anomaly has been identified as part of grade distribution review. Note that scaling of marks to achieve an ideal grade distribution is not permitted and is inconsistent with the <i>criterion-referenced</i> assessment approach of Monash College. Scaling can also be applied to individual cases when the moderator's mark differs from the initial mark.	Assessment Moderator or Moderator
5.19	Scaling practices may include one of the following: • Adjusting by a fixed mark for each student. • Proportionally varying the mark for each student. • Other methods that change the distribution while preserving the original rank order within the relevant cohort.	Results Sub-Committee
5.20	Responsible for approving the scaling (and method) of any marks. Ensure a consistent approach taken across the whole cohort of students e.g., scaling by a common factor, and no student will be disadvantaged.	Results Sub-Committee
5.21	Complete assessment grade moderation	Assessment Moderator or Moderator

	according to the Assessment Policy and Calibration and Moderation Procedure. This includes completion of a Moderator's report to specify any adjustment or scaling.	
Results Subcommittee		
5.24	The responsibilities of the relevant Results Subcommittee relating to Assessment include: • considering the recommendations of moderators to ensure the marking standards are consistently applied to assessment items; • reviewing mark or grade modifications that have occurred in preparing results to ensure any changes are evidence-based and appropriate; • reviewing the grades of all students, including grade distribution and approve borderline adjustments; and • determining the final results for each student enrolled in a unit/program.	Results Subcommittee where relevant
5.25	Where a result variation occurs before or after the Results Subcommittee where relevant and/or result release, obtain approval from the relevant staff members in each program area (see the Assessment Guidelines).	Teacher/Unit Leader/Academic Administration
5.26	At the Results Subcommittee meeting, review grade distributions and ratify grades as required prior to approving final grades for publication to students. The moderation reports will be referred to as part of unit/program quality assurance and continuous improvement of assessments.	Results Subcommittee where relevant
5.27	Inform students that their final results are released in Web Enrolment System (WES) and results cannot be provided over phone.	Student Administration
5.28	Withhold student's results who have encumbrance on the file pending outstanding payment.	Student Administration

6. Assessment remarking

Ref	Process Steps	Responsibility
6.1	Except for the "verification of fail grades" process (see section 5.16), students do not have an automatic right to have an assessment re-marked.	Student

	determined accurately, consistently, and fairly in accordance with the assessment criteria.	
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7. Security and record keeping

Ref	Process Steps	Responsibility
7.1	Keep questions, assessment submissions and examination responses and marking guides, including drafts, secure from unauthorised access.	All relevant staff involved in assessment including Teacher/Unit Leader/Program Leader/Discipline Leader/Team Leader/Senior Teacher (or equivalent) or delegate, and Academic Administration, and Monash University Chief Examiner or delegate where applicable.
7.2	Report suspected breaches of assessment security to the Unit Leader/Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate, and Academic Administration and Monash University Chief Examiner where applicable.	All relevant staff involved in assessment
7.3	The College will ensure that students' responses and student attendance records are retained for at least 12 months (or for a specified timeframe where required by the government authority) after the release of the final results or for as long as required if disciplinary or complaint proceedings are underway. This includes examination responses, uncollected assessment submissions, and records of all individual assessment marks for each unit or English language program.	All relevant staff involved with Assessments including Unit Leader/Program Leader/Senior Teacher (or equivalent), Student Administration and Academic Administration where applicable.

Appendix

Appendix A: Methods and timeframes of communicating assessment requirements

Assessment requirement details <i>Items in this column must be stated for each assessment task</i>	Unit guide/outline	Learning management system (or equivalent platform)
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<i>(where applicable) or may be stated for the unit as a whole.</i>		
Assessment task type	Before enrolment period	
Assessment task title		Before start of teaching period
Percentage contribution of each assessment task to the final unit result	Before enrolment period	Before start of teaching period
Where applicable, provide information regarding hurdle requirements including the number of attempts allowed, the threshold mark required in assessment tasks and the consequence of not meeting a hurdle.	Before enrolment period	Before start of teaching period
Word limits, where applicable		Before start of teaching period
Duration of tests and examinations, where applicable		Before start of teaching period
Topic release dates, where relevant		Before start of teaching period
Topics		When assessment task opens
Due date and penalty applied for late submission		Before starting of teaching period
Submission and presentation requirements including attendance requirements		Before starting of teaching period
Authorised material or devices allowed or required in examinations		Before start of teaching period
Statement that the task is submitted through a similarity-detection system		Before starting of teaching period
Instances of assessment tasks where some aspects can be negotiated and the process for negotiation, for example, allowing students to nominate topics)		Before start of teaching period
For <i>group assessment</i> tasks:		When assessment task opens

- how the contributions of individual students will be assessed, who will determine the criteria and who will assess the individual's contribution (peers, teaching staff or both) - the proportions of the mark that will be allocated to the group's processes, the outcome of the group's task and the individual's contribution - how the group will be formed and managed - processes for timely communication and dispute resolution among group members - process for gaining group agreement to submit and responsibilities for correct and timely submission		
Criteria by which performance will be assessed:		
- Broad criteria		Before start of teaching period
- Details, such as marking criteria, rubrics		When assessment task opens
Late penalty variations from Assessment Procedure (section 2)		Before start of teaching period
Estimated timeframe for assessment feedback and any variations from the Assessment Procedure (section 5. Marking, Grading and Feedback)		Before start of teaching period
The types and methods of feedback students can expect in relation to their performance in the unit		Before start of teaching period

Appendix B: Special consideration criteria and supporting evidence.

Types of assessment tasks that a student can apply for special consideration

English language program	MAPP, Foundation and Diploma programs
Any assessment tasks including formally assessed summative tasks. Note that this does not include participation.	Any assessment tasks including <i>formally assessed summative tasks</i>, including coursework assessments and examinations. Note that this does not include participation.

Criteria, including but not limited to:	Description	Supporting evidence required
Acute illness or injury	Includes hospital admission, serious injury, serious illness (e.g., influenza asthma), severe anxiety or depression.	The evidence must be dated and state that the student was unfit to study or undertake the assessment on or before the relevant date. The evidence can include but is not limited to: - Medical certificate: following consultations between the student and health professional. This includes video consultations with telehealth services; or - Medical letter of support: only when the student was unable to obtain a medical certificate on the date they were affected by the exceptional circumstances. Where this type of evidence is provided, the health professional must have thorough knowledge of the student's medical history and/or medical condition, and demonstrate that it was reasonable to assume the illness was present at the time of the student's scheduled assessment. - Professional practitioner certificate: provided by other persons registered with a professional body, such as social workers and lawyers; or - Registration with disability support services (DSS): information about students registered with DSS and the recommended adjustments or alternative assessment requirements can be accessed

		from reports in the learning management system and/or student management system. On a case-by-case basis, staff can obtain further advice from DSS on the student's condition and recommendation for assessment adjustments in the reports available.
Loss or bereavement	Includes death of a close family member or person with whom the student had a significant relationship.	The evidence provided must demonstrate the significance of the relationship, which can include but is not limited to: • Death notice or certificate: accompanied by a student impact statement demonstrating the significant relationship; • Professional practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or • Police report; or • Statutory declaration (or equivalent) from the student or other relevant persons and/or official supporting evidence. The timeframe in which the death occurred should be no more than three to seven days prior to the date of the final assessment task.
Family relationship breakdown	Includes family violence or severe disruption to domestic arrangements.	The evidence can include but is not limited to: • Police report; or • Professional practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or • Letter or document: provided by a court, a district or maternal and child health care nurse, a family violence support service; or • Statutory declaration (or equivalent) from the student or other relevant persons and/or official supporting documentation.
Disruptions caused by international conflict	Includes global conflicts, wars and international disputes	Monash College understands that students affected by disruptions caused by international conflict may not always be able to provide supporting documentation.

		Where available, any relevant documentation may be considered in assessing special consideration applications.
Gender-based violence	Includes family violence, sexual harm and other gender-based violence.	The evidence can include but is not limited to: • Medical certificate: following consultations between the individual and health professional (such as a medical practitioner, pharmacist, or psychologist). This includes video/phone consultations with telehealth services; • Medical letter of support: only when the individual was unable to obtain a medical certificate on the date they were affected by the exceptional circumstances; • Monash Safer Community Unit letter of support: for victim-survivors of gender-based violence, victim-survivors of family violence, and victim-survivors of sexual harm, as well as victims of violent crime; • Policy report; • Practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers, counsellors, financial advisers and lawyers; • Letter or document: provided by a current or former employer; or • Statutory declaration (or equivalent) from the student or other relevant persons. Monash College acknowledges that students affected by gender-based violence may not be in a position to provide evidence or documentation. In such cases, the Monash Safer Community Unit will support students (including providing a letter) to complete their application.
Hardship or trauma	Includes victims of crime; sudden loss of income or employment; serious illness in their family or person for whom they care.	The evidence can include but is not limited to: • Monash Safer Community Unit letter of support; for victims of violent crime, victim-survivors of sexual harm, victim-survivors of

		family violence and victim-survivors of gender-based violence; or • Police or court report; or • Professional practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or • Letter or document: provided by the student's employer or former employer; or • Statutory declaration from the student or other relevant persons and/or official supporting documentation.
Obligations to military, jury or emergency services	Including obligations to the Country Fire Authority or other civic obligations recognised in international locations.	The evidence must state the relevant dates of the student's obligation, which can include but is not limited to: • Statement from the appropriate authority, for example, the Defence Reservist's Military Unit, Juries Commissioner's Office; or Country Fire Authority.
Obligations as a student registered with the Monash Elite Student Performer / Athlete Programs	Including: • athletes or performers registered with the Elite Student Performer Scheme;	The evidence must state the relevant dates of the student's obligation. Statement from the appropriate authority includes: • registration with the Elite Student Performer Scheme; or • faculty or other appropriate area of the University, for other engagement activities where the student represents or volunteers on behalf of the University.
Student carers	Primary carer responsibility for a family member with an unexpected illness	Student carers, including those registered with DSS, must provide evidence that the exceptional circumstances (as listed in this table) affect the person for whom they care, and the student's ability to undertake assessment was affected by those circumstances.
Religious or cultural commitments	Including: • students who hold strict religious observance (for invigilated assessments with a set date);	The evidence can include but is not limited to: • A personal letter of support: from a recognised cultural or faith leader explaining how the obligatory cultural or religious commitment will prevent the student from

	students with cultural duties and ceremonial obligations	attempting or completing the assessment task; or Statutory declaration from the student or other relevant persons. Refer to the Strict Religious Observance Obligations Guidelines for Students
Technical difficulties	The circumstances must be beyond the student's control and include: - major or continuous disruption to power and/or internet service provision for more than 20 per cent of the scheduled assessment duration; and - major technical issues with computer hardware (e.g., screen malfunction, fan malfunction).	Students must make every effort to contact the eSolutions Service Desk, report the issue and submit an application for special consideration within two working days of their final assessment. In support of their application, students must provide either: - Screenshots or photos (including timestamps where appropriate) of the technical issue. - Statutory declaration (or equivalent) from the student or other relevant persons and/or official supporting documentation.
Other compassionate and compelling circumstances	Including but are not limited to: major political upheaval or disaster in the student's home country.	Sufficient evidence appropriate to the exceptional circumstances the student has experienced or is experiencing. The evidence can include a letter from a relevant authority.

Appendix C: Grading schema

Code	Grade	Grade descriptor/information	Mark (%)
Foundation programs and MAPP			
HD	High Distinction		80 - 100
D	Distinction		70 - 79
C	Credit		60 - 69
P	Pass		50 - 59

Code	Grade	Grade descriptor/information	Mark (%)
N	Fail		0 - 49
WH	Withheld		-
WN	Withdrawn Fail		-
WDN	Withdrawn	Student discontinued after the census date without academic penalty	-
WI (used for teaching periods commencing prior to 9 June 2025)	Withdrawn Incomplete	Students were prevented from completing the requirements of the unit due to extreme circumstances beyond their control occurring or taking effect after the start of the withdrawn fail period.	-
DISC	Discontinued		-
EXEMPTED	EXEMPTED	Exemption granted for completion of equivalent Monash University Foundation Year unit	-
INCOMPLETE	INCOMPLETE	Grade not yet awarded	-
PGO	Pass Grade Only	Pass Grade Only (no higher grade available)	-
NGO	Fail		-
Diploma programs			
HD	High Distinction	- Exceptionally clear understanding of subject matter and appreciation of issues; clearly and logically organised with excellent presentation. - Addresses all of the assessment criteria to a very high standard; - Evidence of insight and originality where appropriate.	80 - 100
D	Distinction	- Strong grasp of subject matter and appreciation of key issues; - Addresses all the assessment criteria, with several to a high standard; - Clearly and logically organised with good	70 - 79

Code	Grade	Grade descriptor/information	Mark (%)
		- presentation; - Evidence of solid work.	
C	Credit	- Competent understanding of subject matter and appreciation of most of the main issues; - Addresses most of the assessment criteria reasonably well; - Competent organisation and presentation.	60 - 69
P	Pass	- Satisfactory; - Demonstrates appreciation of subject matter and issues; - Addresses most of the assessment criteria adequately but may lack in depth and breadth; - Often work of this grade demonstrates only basic comprehension or competency; - Work of this grade may be poorly structured and presented.	50 - 59
N	Fail	- Unsatisfactory; - Evidence of lack of understanding of subject; - Minimal or inadequate comprehension and does not address the assessment criteria; - Work is often inadequate in depth and breadth and sometimes incomplete or irrelevant; - Lack of care and thought in organising, presenting and structuring work.	0 - 49
NE	Not Examinable		-
NS	Supplementary Assessment	For the purpose of the pilot, supplementary assessment has been granted.	
WH	Withheld		-
WN	Withdrawn Fail	The student has withdrawn from a unit of study after the academic census date in the study period. The student cannot withdraw from a unit after the last day of the teaching period.	-
WDN	Withdrawn	The student discontinued after the census date without academic penalty.	-

Code	Grade	Grade descriptor/information	Mark (%)
WI (used for teaching periods commencing prior to 9 June 2025)	Withdrawn Incomplete	The student was prevented from completing the requirements of the unit due to extreme circumstances beyond their control occurring or taking effect after the start of the withdrawn fail period.	-
DISC	Discontinued		-
EXEMPTED	EXEMPTED	Credit given in recognition of prior learning	-
INCOMPLETE	INCOMPLETE	Grade not yet awarded	-
PGO	Pass Grade Only		-
NGO	Fail Grade Only		-
WNGO	Withdrawn Fail		-
DEF	Deferred		-
Monash English Language Programs (commencing on 15 July 2024 and onwards)			
A	A		80 - 100
B	B		75 - 79
C	C		70 - 74
D	D		65 - 69
E	E		60 - 64
F	F		50 - 59
G	G		<= 49

Code	Grade	Grade descriptor/information	Mark (%)	
WDN	Withdrawn	Student discontinued after the census date without academic penalty	-	
WI (used for teaching periods commencing prior to 9 June 2025)	Withdrawn Incomplete	Students were prevented from completing the requirements of the unit due to extreme circumstances beyond their control occurring or taking effect after the start of the withdrawn fail period.	-	
For information on the Monash English exit requirements into Monash College pathway programs or Monash University programs, refer to https://www.monashcollege.edu.au/courses/english/monash-english-new				
English programs ending prior to November 2017				
Grading schema for Monash English (ME) Elementary to Advanced and Monash English Bridging (MEB) for Diplomas and for University is set out below.				
ER	ER	Exceeds requirements	80 - 100	
MR	MR	Meets requirements	60 - 79	
DR	DR	Does not meet requirements	0 -59	
English programs ending after November 2017				
1. Grading schema for Monash English (ME) Elementary to Advanced is set out below.				
ER	ER	Exceeds requirements	80 - 100	
MR	MR	Meets requirements	60 - 79	
DR	DR	Does not meet requirements	0 - 59	
2. Grading schema for Monash English Bridging (MEB) for Diplomas Part 1 and Part 2 are set out below.				
Code	Grade	Requirements for successful completion - MEB Diplomas		Mark (%)
		Part 1	Part 2	

Code	Grade	Grade descriptor/information		Mark (%)
A	A			80 - 100
B	B			75 - 79
C	C	Study Skills*	All four language skills and Study Skills*	70 - 74
D	D			65 - 69
E	E	All four language skills		60 - 64
F	F			50 - 59
G	G			≤49

*Study Skills was previously referred to as 'Folio'

3. *Grading schema for Monash English Bridging (MEB) for University Standard, Advanced and Advanced Plus streams* is set out below.*

Code	Grade	Requirements for successful completion - MEB University			Mark (%)
		Standard	Advanced	Advanced Plus	
A	A			Listening Speaking	80 - 100
B	B				75 - 79
C	C	Study Skills^	All four macro skills Study Skills^	Reading Writing Study Skills^	70 - 74
D	D	Writing Reading			65 - 69
E	E	Speaking			60 - 64

Code	Grade	Grade descriptor/information			Mark (%)
		Listening			
F	F				50 - 59
G	G				≤49
*Note: Different faculties and courses at Monash University have different entry requirements. Please contact Student Recruitment and Admissions directly for information about course-specific entry requirements. ^Study Skills introduced from May 2019.					

Related Documents

Parent Policy	Assessment Policy
Legislation and Standards	Education Services for Overseas Students Act 2000 (Cth) ELICOS Standards 2018 Foundation Program Standards 2021 Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 Privacy Act 1988
Reference Policies, Procedures and Supporting Documentation	Calibration and Moderation Procedure Assessment Guidelines

Definitions

Academic Progress Panel	An advisory panel to the Foundation Results Ratification Panel (or equivalent), assess each application on its merit and make a recommendation for panel approval.
Activity	An assessed or a non-assessed task or activity, such as, an in-class engagement activity or a group activity.
Alternative assessment arrangements	Students with an ongoing medical or mental health condition, disability or who have responsibilities as student carers may apply to Disability Support Services for alternative arrangements.
Assessment	A process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration.
Assessor	An assessor is responsible for evaluating and grading student assessment submissions by reviewing the work, applying agreed assessment rubric or marking guide, and providing feedback to

	students. This role may include program leaders, discipline leaders, team leaders, teachers, tutors, unit leaders, or external markers appointed by the College to assess student performance.
Assessment Moderator	Appointed by Monash College for each <i>subject area</i> in the Diploma of Business. The Assessment Moderator reviews the assessments and ensures consistent marking standards and/or alignment with the intended learning outcomes for <i>coursework assessments</i> and <i>final examinations</i> across providers.
Assessment task	For the purpose of this procedure, a task that contributes to a student's final unit result or English language program result. It does not include formative assessment activities that do not contribute to the final unit result or English language program result.
Authorised translation	Translated by an accredited translator (e.g., NATTI in Australia) or an approved staff member from Monash College or Partner Institution(s).
Results Subcommittee	Oversee the moderation process and the ratification of student results.
Chief Examiner	Monash University appointed a staff member who has overriding responsibility for assessment in a particular Monash University unit, including oversight of the equivalent unit delivered at Monash College.
Clerical check	Includes checking to ensure that all questions have been marked and/or that all the marks have been calculated and summed up correctly.
Coursework assessments	Includes classroom tests, presentations, research projects, assessed practical work and other assignments, but does not include examinations.
Double marking	An independent process completed by a second marker who does not have access to the grades or comments of the original marker. Double markers must have the appropriate level of qualification, discipline knowledge and experience, as well as access to the marking guide and/or rubric for the assessment task.
Final examination	An invigilated examination held after the end of the teaching period. The results of the examination are partly used to determine the final result of the unit. A final examination may consist of one or more major assessment tasks.
High-stakes end-of-course tests or assessments	Assessments that fall during the final teaching or examination weeks of a unit/module and cannot be accommodated during the teaching period, requiring central scheduling and delivery when being conducted on the eAssessment platform.
Formally assessed summative assessment tasks	Includes (but not limited to) classroom tests, presentations, research projects, assessed practical work and other assignments and examinations.
Group assessment	Assessment tasks in which students work cooperatively and some element of the marks/ feedback is awarded collectively
High-stakes assessments	Assessments with important consequences for students, on the basis of their academic performance. For example, a high-stakes assessment can be the hurdle requirement task or the task with the greatest total assessment weighting of the unit.
Second marking	An independent marking completed by a second marker who has access to the grades and comments of the first marker. Second markers

	must have the appropriate level of qualification, discipline knowledge and experience.
Student carer (see section 3.1)	A student registered with Disability Support Services as a student carer (as defined by the Carer Recognition Act 2010) who is an individual that provides personal care, support and assistance to another individual who needs it because the other individual has a disability, a medical condition (including a terminal or chronic illness), has a mental illness or is aged and frail. A person is not a carer merely because they are the spouse, de facto partner, parent, child, other relative or the guardian of an individual or because they live with an individual who requires care.
Study period	A discrete period of study within a program such as a term, semester or trimester.
Teaching period	For the purpose of this procedure, in relation to a unit of study or English language programs, the period occupied by the teaching (including assessment) for the unit or English language programs
Timed assessments	Timed assessments are conducted within a controlled time frame, usually in a supervised or proctored setting, occurring in real-time, under direct observation or control. These assessments have a specific start and end time and are completed in a single setting. Timed assessments include: • Scheduled final assessments, such as final examinations • In-class tests or assessments, including presentations • Practical assessments, including performances • Scheduled take-home assessments

Version control and accountability table

Accountable Area	Education				
Responsible Officer	Executive Director, Education				
Review Date	March 2026				
Approved by					
Academic Board DATE 29 MARCH 2023 MEETING NUMBER 1/2023 / AGENDA ITEM 2.3					
Endorsed by					
Learning and Teaching Committee DATE 1 MARCH 2023 MEETING NUMBER 1/2023 / AGENDA ITEM 2.1.1					
Version	Authored by	Brief Description of the Changes	Approved by	Date Approved	Effective Date

2.5	Senior Consultant Education - Policy and Procedures	Amendments to: - reference gender-based violence throughout the document where appropriate; - streamline the decision making for the WDN grade awarded under special circumstances.	Education Committee	11/08/2026	11/08/2026
2.4	Senior Policy Advisor	Amendments to: - clarify that the scope of this policy includes Monash University students undertaking a pathway program at Monash College; and - add references to the Monash Advanced Preparation Program in the <i>Responsibility</i> column.	Academic Board	03/10/2025	06/10/2025
2.3	Senior Consultant Education - Policy and Procedures	Amendments include: - maximum number of assessments and maximum weighting for a single assessment task in the Foundation and Diploma Part 1 programs. - late assessment submission penalty rate. - process for awarding Withdrawn (WDN) grade in special circumstances. - amendments to the retention period.	Education and Training Committee	04/03/2025	09/06/2025
2.2	Senior Consultant Education - Policy and Procedures	Amendments to incorporate details related to the new Monash English program.	Education and Training Committee	28/08/2024	28/08/2024
2.1	Senior Consultant Education - Policy and Procedures	Changes made to definitions section, removal of detail on WI grades. WI grade added to all programs. Clause 4.7 amended.	Education and Training Committee	21/11/2023	21/11/2023

2.0	Senior Coordinator Education - Policy and Procedures	Revised procedure after organisational restructure to include three program areas, English language, Foundation and Diploma programs.	Learning and Teaching Committee	29/03/2023	12/06/2023
1.0	Director, Diplomas Director, Governance	Development and Implementation of an Assessment Regime Diplomas Procedure	Not applicable	31/10/2019	31/10/2019
1.0	Director, Diplomas Director, Governance	Adjustments to Assessments Diplomas Procedure	Not applicable	04/06/2019	04/06/2019
1.0	Director, Diplomas Director, Governance	Grading and Marking Diplomas Procedure	Not applicable	04/06/2019	04/06/2019
1.0	Director, Diplomas Director, Governance	Assessment Feedback Diplomas Procedure	Not applicable	04/06/2019	04/06/2019
1.0	Director, Diplomas Director, Governance	Assessment Security and Record Keeping Diplomas Procedure	Not applicable	04/06/2019	04/06/2019