

## 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.

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.

The procedure does not apply to Vocational Education and Training, Professional Year or Non-accredited training programs.

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## Procedure

### 1. *Assessment* design and delivery

Ref	Process Steps	Responsibility
1.1	Develop and design the <i>assessment tasks</i> in consultation with the Learning Design and Digital Innovation (LDDI) unit on an as-needed basis.	<p>English language: Program Leader (or equivalent) or delegate;</p> <p>Foundation: Unit Leader (or equivalent) or delegate;</p> <p>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;</p> <p>All Other Diplomas Part 1: Unit Leader (or equivalent) or delegate; and</p> <p>All Other Diploma Part 2: Monash University faculties or delegate</p>
<i>Applicable to Foundation and Diploma programs only</i>		
1.1.1	<ul style="list-style-type: none"> <li>Employ a team-based approach, with quality oversight from: <ul style="list-style-type: none"> <li>the Unit Leader for Foundation units,</li> <li>the <i>Assessment Moderator</i> or Unit Leader for Part 1 units, and</li> <li>the Monash University <i>Chief Examiner</i> for Part 2 units.</li> </ul> </li> <li>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.</li> </ul>	<p>Foundation: Unit Leader (or equivalent) or delegate</p> <p>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;</p> <p>All Other Diplomas: Unit Leader (or equivalent) or delegate in consultation with Monash University Chief</p>

		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	<p>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 sections 1.1 - 1.4 of the Assessment Guidelines).</p> <p>*Assessment must limit the opportunity for students to recycle work from:</p> <ul style="list-style-type: none"> <li>• other units;</li> <li>• a previous semester of study, particularly if a student is repeating;</li> <li>• other students' assessed work;</li> <li>• from publicly available assessment materials;</li> <li>• past assessment materials, examinations or solutions; and/or</li> <li>• assessment versions</li> </ul>	<p>English language: Program Leader (or equivalent) or delegate;</p> <p>Foundation: Unit Leader (or equivalent) or delegate;</p> <p>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;</p> <p>All Other Diplomas Part 1: Unit Leader (or equivalent) or delegate; and</p> <p>All Other Diploma Part 2: Monash University faculties or delegate</p>
<i>Number of Assessments and Assessment Weighting</i>		
1.4	<p>For Monash English program:</p> <ul style="list-style-type: none"> <li>• No limit on the assessment weighting.</li> <li>• All formal assessments are held at the end of a Monash English Level.</li> </ul>	Program Leader (or equivalent)
1.5	<p>For Monash English Bridging:</p> <ul style="list-style-type: none"> <li>• No single assessment tasks can be worth more than 40 percent of the total assessment of the program.</li> <li>• There will be a maximum of seven assessments for each program.</li> <li>• Exceptions to the above limits must be approved through relevant governance processes.</li> </ul>	Program Leader (or equivalent)
1.6	For Foundation programs:	Unit Leader (or equivalent)

	<ul style="list-style-type: none"> <li>No single assessment tasks can be worth more than 30 percent of the total assessment of the unit.</li> <li>There will be a maximum of eight assessments for each unit.</li> <li>Exceptions to the above limits must be approved through relevant unit or course review processes.</li> </ul>	
1.7	<p>For Diploma Part 1 programs:</p> <ul style="list-style-type: none"> <li>No single assessment tasks can be worth more than 60 percent of the total assessment of the unit.</li> <li>There will be a maximum of eight assessments for each unit.</li> <li>Exceptions to the above limits must be approved through relevant unit or course review processes.</li> </ul>	Unit Leader (or equivalent)
1.8	<p>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.</p>	Unit Leader (or equivalent)
<i>Hurdle requirements (Applicable to Diploma programs only)</i>		
1.9	<p>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.</p> <p>If a unit has a hurdle requirement, this will be aligned with one or more of the unit learning outcomes.</p> <p>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.</p>	Unit Leader (or equivalent) in consultation with Monash University Chief Examiner or delegate where applicable
<i>Scheduling of assessment tasks</i>		
1.10	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ul>	Program Leader/Unit Leader (or equivalent)

	<ul style="list-style-type: none"> <li>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.</li> </ul>	
1.11	<p><i>Applicable to Foundation programs:</i></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	Unit Leader (or equivalent)
1.12	<p><i>Applicable to Diploma programs:</i></p> <ul style="list-style-type: none"> <li>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.</li> <li>All assessments will be due no later than Friday of Week 11. Exceptions may be made by the relevant Education 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.</li> </ul>	Unit Leader (or equivalent)

## 2. Late assessment submissions

Ref	Process Steps	Responsibility
2.1	<p>Complete and submit a special consideration application form for coursework assessment extensions as outlined in section 4, following the special consideration application process.</p> <p>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.</p>	Student

2.2	<p>A 10% penalty of the total available marks applies for each day an assessment is submitted late (including weekends) (see section 4.12).</p> <p>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 Program Leader, Discipline Leader and Team Leader (see section 4.12).</p>	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

### 3. Reasonable Adjustments to Assessment

Ref	Process Steps	Responsibility
<b>Eligibility</b>		
3.1	<p>Students can register with Disability Support Services (DSS) for:</p> <ul style="list-style-type: none"> <li>• an ongoing medical or mental health condition;</li> <li>• an ongoing disability;</li> <li>• a short-term severe medical condition or injury; or</li> <li>• responsibilities as a <i>student carer</i>.</li> </ul>	Student
<b>DSS Application</b>		
3.2	<ul style="list-style-type: none"> <li>• Complete and submit <a href="#">a registration form</a> and any <a href="#">supporting evidence</a> by the end of week two of the study period. Where required, contact <a href="#">Student Counselling</a> for assistance to complete the DSS registration form or to discuss the Disability Support process; or</li> <li>• 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 <a href="mailto:disabilitysupportservices@monash.edu">disabilitysupportservices@monash.edu</a> or where required, contact the Student Counselling team as soon as possible to seek advice on the next course of action.</li> <li>• Students are recommended to apply at the start of the study period and by the following application deadlines for specific assessments: <ul style="list-style-type: none"> <li>○ For coursework assessments: at least 10 working days before the assessment due date; or</li> </ul> </li> </ul>	Student

	<ul style="list-style-type: none"> <li>For examinations: at least one month before the commencement of the examination period.</li> <li>Late applications may be considered only if there are extenuating circumstances.</li> </ul>	
3.3	Where a program or a unit is delivered through a third-party arrangement, partner institutions can contact Academic Process and Policy to discuss the Disability Support process on student's behalf.	Partner Institution
3.4	<p>Make an appointment to see a Disability Adviser via <a href="#">Monash University Disability website</a> to discuss their application.</p> <p>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 <a href="#">Disability Support Services Privacy Statement</a>). 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.</p>	Student
<b>DSS Recommendations</b>		
3.5	<p>Once interviewing the student, review applications to make recommendations of appropriate reasonable adjustments to the Student Administration and Academic Process and Policy.</p> <p>Where an assessment adjustment involves the student's personal equipment, consult with the Academic Process and Policy and Student Administration to address any concerns relating to the appropriateness of the adjustment.</p> <p>Where an assessment adjustment involves costs, consult with the Head of Student Services.</p>	<p>DSS</p> <p>Academic Process and Policy: Relating to coursework assessments</p> <p>Student Administration: Relating to examinations conducted on the eAssessment platform</p>
3.5.1	<p>Recommend <i>alternative assessment arrangements for coursework assessments</i> as may be required such as:</p> <ul style="list-style-type: none"> <li>use of ergonomic furniture or special seating arrangements;</li> <li>alternative formats for learning materials;</li> <li>enabling assistance, such as assistive technology;</li> <li>use of other adaptive equipment provided or approved by DSS; and/or</li> <li>an extension of time to complete the assessments.</li> </ul>	DSS

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 section 2 of the Assessment Guidelines for the assessment extension process).	DSS
3.5.3	<p>Recommend <i>alternative assessment arrangements for examinations</i> as may be required such as:</p> <ul style="list-style-type: none"> <li>• where appropriate and possible, variation in the time the exam is scheduled;</li> <li>• 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;</li> <li>• the use of an alternative examination venue, including ergonomic furniture or special seating arrangements;</li> <li>• use of hard copy examination papers instead of a computer-based examination;</li> <li>• alternative format of examination materials;</li> <li>• enabling assistance, such as assistive technology.</li> <li>• use of other adaptive equipment provided or approved by DSS; and/or</li> <li>• alternative forms of assessment.</li> </ul>	DSS (in consultation with Unit Leader or Monash University Chief Examiner where relevant)
3.5.4	<p>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:</p> <ul style="list-style-type: none"> <li>• be of an equivalent standard;</li> <li>• assess the same learning outcomes;</li> <li>• be consistent with the principles of the <a href="#">Student Academic Integrity Policy</a>;</li> <li>• not disadvantage other students enrolled in the unit; and</li> <li>• be time proximate in the teaching period.</li> </ul>	Unit Leader (or equivalent) or Monash University Chief Examiner where applicable

3.6	<p>Record the recommended assessment adjustments in the student management system; and</p> <p>Notify delegated Monash College staff members including Student Counselling, Student Administration, Academic Process and Policy and Academic Administration no later than 10 working days before the assessment due date; and</p> <p>Note that:</p> <ul style="list-style-type: none"> <li>For approved applications submitted within 10 days of the assessment due date, communicate the outcome of the application as soon as possible.</li> <li>For all approved applications three weeks prior to the commencement of the examination period, notify Student Administration via a student management system with the details of accommodations and conditions of alternative forms of assessment.</li> </ul>	<p>DSS</p> <p>DSS</p>
3.7	Advise the student of the outcome within two working days from the interview date.	DSS
3.8	Have access to download a report of recommended adjustments from the student management system.	Delegated Monash College staff members including Student Counselling, Student Administration, Academic Process and Policy and Academic Administration
<i>Review of DSS Recommendations</i>		
3.9	Review recommended adjustments for all assessments as in some situations, the recommendations may not be applicable or may need to be varied.	Academic Process and Policy
3.10	<p><i>For coursework assessments:</i></p> <p>Notify the relevant teaching staff members once the application is approved and the student is registered with DSS.</p>	Academic Process and Policy
3.10.1	Implement the reviewed recommended adjustments.	Unit Leader/Discipline Leader/Team Leader
3.11	<p><i>For examinations that are delivered on eAssessment platform:</i></p> <ul style="list-style-type: none"> <li>Notify the timetabling team once the examination timetable is finalised.</li> <li>Notify each student in writing and advise them of the accommodations and conditions within two weeks of the commencement of the examination</li> </ul>	Student Administration

	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	<ul style="list-style-type: none"> <li>Review recommended adjustments; and</li> <li>Make relevant updates on the student management database; and</li> <li>Notify the relevant teaching team of the updated adjustments.</li> </ul>	Student Administration: Relating to examinations conducted on the eAssessment platform  Academic Process and Policy: Relating to coursework assessments

#### 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: <ul style="list-style-type: none"> <li>already submitted the assessment task for marking either by the submission deadline or by the approved extension deadline.</li> <li>performed an assessment task, such as presentation, labs; or</li> <li>attended or attempted the whole or part of a scheduled assessment, unless there are exceptional circumstances as determined by</li> </ul>	Student

	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	<p>The College can request further detail or evidence from the student to support their application.</p> <p>The College is entitled to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>	Program Leader/Discipline Leader/Team Leader (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 (or equivalent) or delegate and Academic Process and Policy
4.7	Report the case where there is a suspicion that a professional practitioner has acted improperly in providing supporting documentation to Academic Governance.	Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate and Academic Process and Policy
4.8	<p><i>Applicable to Diploma programs only:</i></p> <p>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.</p> <p>Where required, refer the student to Student Counselling in order for them to determine if the student may be eligible for ongoing support (as set out in section 3).</p> <p>Where appropriate, refer the student to DSS to discuss further options (as set out in section 3).</p>	<p>Team Leader (or equivalent) or delegate</p> <p>Team Leader (or equivalent) or delegate</p> <p>Student Counselling</p>
<i>Applying for special consideration</i>		
4.9	<p>Complete and submit <a href="#">a special consideration application form</a> either:</p> <ul style="list-style-type: none"> <li>• five working days before the due date of the affected assessment task; or</li> <li>• two working days after the due date of the affected assessment task.</li> </ul>	Student

	<p>In exceptional circumstances, if a student is:</p> <ul style="list-style-type: none"> <li>unable to apply for special consideration two working days after the assessment due date, they must notify the College as soon as possible. Where appropriate, the College will determine and provide the student with a deadline for submitting their application.</li> <li>unable to obtain all supporting evidence by the due date of the application, they must notify the College as soon as possible. Where appropriate, the College will determine and provide the student with a deadline for submitting the evidence.</li> </ul> <p>Note that the late applications for special consideration may not be accepted and considered (see sections 3.3 - 3.4 of the Assessment Guidelines).</p> <p>Refer to Appendix B for types of assessment tasks, special consideration criteria and required supporting evidence.</p> <p>Where special consideration in an assessment task has been approved for a given set of conditions, further special consideration in that task for the same conditions will only be granted in exceptional circumstances with approved supporting evidence.</p>	<p>Student Administration: Relating to Diploma Final Examination Applications</p> <p>Academic Process and Policy: Relating to all other assessment tasks for Diploma, and all assessment tasks, tests and/or final examinations for English language and Foundation.</p>
4.9.1	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 Process and Policy (or equivalent)
<i>Assessing the application</i>		
4.10	<p>Assess 'during the teaching period' assessment* applications, and consider any supporting evidence including previous special consideration applications or student attendance.</p> <p>*refer to types of assessment tasks that a student can apply for special consideration outlined in the Appendix B.</p>	<p>Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate and Academic Process and Policy where applicable</p>
4.11	<p>Assess final examination or end of course test applications*, and consider any supporting evidence including previous special consideration applications or student attendance.</p> <p>*refer to types of assessment tasks that a student can apply for special consideration as outlined in the Appendix B.</p>	<p>English: Program Leader (or equivalent) or delegate</p> <p>Foundation: <i>Academic Progress Panel</i></p> <p>Diploma: Team Leader (or equivalent) or delegate</p>
<i>Possible outcomes for special consideration applications and outcome notification</i>		

4.12	<p>Determine one or more of the following outcomes and advise the student in writing of the outcome within five working days:</p> <ul style="list-style-type: none"> <li>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 Process and Policy in writing within five working days.</li> <li>an alternative assessment task is specified as follows: <ul style="list-style-type: none"> <li>English language programs: Deferred end of course tests.</li> <li>Foundation programs: <ul style="list-style-type: none"> <li>Deferred coursework assessments.</li> <li>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.</li> </ul> </li> <li>Diploma programs: Deferred final examination.</li> </ul> </li> <li>Removal of late penalty due to late submission where an extension has been granted.</li> <li>Rejection of the application</li> </ul>	Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate
4.12.1	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 (or equivalent) or delegate
4.12.2	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
4.12.3	Adhere to conditions (as set out in section 4.12) and/or submit or complete the assessment on the approved date and time.	Student
4.12.4	<p>The result of a deferred test or examination will be final and mark adjustments will not be made under any circumstances.</p> <p>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.</p>	Program Leader/Discipline Leader (where applicable only)/Team Leader (or equivalent) or delegate
4.12.5	<i>Applicable to Diploma programs only:</i>	Team Leader (or equivalent) in

	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 Incomplete (WI) grade</i> and for Refund or Remission of Debt (see sections 4.18 - 4.22.1 of the Assessment Procedure and section 5 of the Assessment Guidelines).	consultation with Education Director
4.13	Maintain a register of special consideration requests and decisions for reporting to the <i>Board of Examiners</i> or <i>English Results Ratification Panel</i> or <i>Foundation Results Ratification Panel</i> where relevant.	Academic Process and Policy
<i>Scheduling deferred final examinations or tests</i>		
4.14	<i>Applicable to English language programs:</i>  Schedule deferred end of course tests. If a student's Special Consideration request is approved, the deferred tests can be arranged together with resit for other tasks.	Academic Administration (or equivalent)
4.15	<i>Applicable to Foundation programs:</i>  <ul style="list-style-type: none"> <li>Where appropriate, schedule deferred coursework assessments.</li> </ul> <p>Note that deferred final examinations in the Foundation program are not offered.</p> <p>In extreme circumstances, a student may be able to sit a deferred final examination; however, it is subject to senior leadership approval.</p>	Teacher in consultation with Unit Leader and/or Discipline Leader where applicable
4.16	<i>Applicable to Diploma programs:</i> <ul style="list-style-type: none"> <li>Schedule deferred final examinations to be held in the set deferred final examination period each trimester; Wednesday and Thursday of Week 15.</li> <li>Note that students can sit a maximum of two deferred final examinations per day during the deferred final examination period where applicable.</li> <li>Inform students of the deferred final examination period at the commencement of their program.</li> <li>Give students at least three calendar days' notice of the deferred date, time, mode and venue where applicable.</li> </ul>	Academic Administration (or equivalent)  Student Administration (or equivalent)
4.16.1	Where a student has failed to undertake or complete the deferred final examination, the student may apply to reschedule the deferred final examination on one further occasion due to one or more of the following:	Student

	<ul style="list-style-type: none"> <li>• an ongoing disability where the student is registered with DSS;</li> <li>• a serious medical condition requiring inpatient hospital treatment;</li> <li>• severe mental health condition;</li> <li>• death of a person with whom they had a significant relationship;</li> <li>• obligations to emergency or military service or civic obligations;</li> <li>• other extreme circumstances beyond their control such as a natural disaster or a serious accident; and/or;</li> <li>• the circumstances for which the deferred final examination was granted are unresolved.</li> </ul> <p>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.</p>	
4.16.2	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
4.16.3	<ul style="list-style-type: none"> <li>• 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: <ul style="list-style-type: none"> <li>○ consult staff members from the relevant student support service teams or staff members from the teaching teams.</li> <li>○ request further evidence.</li> <li>○ approve a Withdrawn Incomplete (WI) result.</li> <li>○ recommend that no further action be taken and that the Board of Examiners finalise the result(s).</li> </ul> </li> <li>• Case manage the student's enrolment.</li> </ul>	Education Director (or equivalent) or delegate
4.17	<p><i>Applicable to English and Diploma programs only</i></p> <p>In the event where students have been given permission to defer their end of course tests or final examinations, students:</p> <ul style="list-style-type: none"> <li>• must make themselves available to sit a deferred test or final examination at the set scheduled time.</li> <li>• will sit their deferred test or final examination at the Monash College location they are enrolled in</li> </ul>	Program Leader/Team Leader (or equivalent) or delegate

	unless a request to sit the test or examination at another location or at the international partner's has been approved.	
<i>Allocation of a Withdrawn Incomplete (WI) grade - Applicable to Diploma programs only</i>		
4.18	<p>Submit an application to the Education Director or delegate (or equivalent) if:</p> <p>experiencing one of the following extreme circumstances:</p> <ul style="list-style-type: none"> <li>• a serious medical condition necessitating hospitalisation;</li> <li>• death of a person with whom the student had a significant relationship;</li> <li>• death of the student*;</li> <li>• obligations to emergency or military service or civic obligations; or</li> <li>• other extreme circumstances beyond your control, including a natural disaster or serious accident.</li> </ul> <p>*The WI grade application can be made by the student's family.</p> <p>and under one of the following only:</p> <ul style="list-style-type: none"> <li>• Prior to the finalisation of the unit grade: If the student has been granted a deferred final examination but has been unable to complete that examination due to extreme circumstances beyond their control.</li> <li>• After the finalisation of the unit grade: If the student has received an N or WN. Applications to have the grade amended to WI must be submitted within 10 working days of your unit results being released. In exceptional circumstances, the Education Director (or equivalent) or delegate may grant a longer period of time for students to submit the application.</li> </ul>	Student
4.19	<p>Where a student is unable to undertake or complete the unit assessment, supporting evidence must indicate the circumstances were so extreme which made it impractical and either:</p> <ul style="list-style-type: none"> <li>• occurred during the withdrawn fail period or later in the study period; or</li> <li>• did not experience their full impact until the commencement of the relevant withdrawn fail period or later in the study period, and this impact was not previously foreseeable; or</li> </ul>	Student

	<ul style="list-style-type: none"> <li>prevented the student from withdrawing from the unit prior to the commencement of the relevant withdrawn fail period.</li> </ul>	
4.20	<p>Where a student is unable to complete the approved deferred final examination, supporting evidence must indicate that the circumstances:</p> <ul style="list-style-type: none"> <li>occurred after the deferred final examination was granted; or</li> <li>prevented the student from undertaking or completing the examination and that could not have been foreseen at the time the deferred final examination was granted.</li> </ul>	Student
4.21	<p>Acceptable evidence may include but is not limited to one or more of the following (refer to Appendix B for detailed requirements of the supporting evidence):</p> <ul style="list-style-type: none"> <li>a death notice;</li> <li>records of hospital admission;</li> <li>policy reports; notifications of obligations to emergency or military services; and/or</li> <li>an impact statement from an approved health professional as appropriate.</li> </ul>	Student
4.22	<p>Consider the WI grade application and any evidence provided which may include but is not limited to, and advise the student of the outcome in writing within 10 working days:</p> <ul style="list-style-type: none"> <li>information provided in the WI grade application including evidence of exceptional circumstances;</li> <li>any evidence from the student's record;</li> <li>details of special consideration applications made by the student to date; and</li> <li>any academic progress communication.</li> </ul>	Education Director (or equivalent) or delegate
4.22.1	Where a student is deceased, inform the student's family of the outcome.	Student Administration
4.22.2	Where a WI grade is awarded, inform the Academic Administration to update the resulting system.	Education Director (or equivalent) or delegate

## 5. Marking, Grading and Feedback

Ref	Process Steps	Responsibility
<i>Assessment marking</i>		
5.1	<p>Ensure:</p> <ul style="list-style-type: none"> <li>processes are in place for marking assessments fairly and reliably; and</li> <li>all markers, where academic judgement is required, have the appropriate level of qualifications, discipline knowledge and experience</li> </ul>	Program Leader/Unit Leader (or equivalent) or delegate/Monash University Chief Examiner where applicable

	<p>(see sections 4.1 - 4.3 of the Assessment guidelines).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• clear instructions to all markers are provided regarding the allocation of student marks and grades.</li> <li>• pre-marking calibration activities are conducted.</li> <li>• 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).</li> <li>• 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.</li> </ul>	
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 <a href="#">Conflict of Interest Procedure</a> .	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 section 4.4 of the Assessment Guidelines) during the study period to ensure marking and grading is consistent with agreed standards of performance/assessment criteria (see the Moderation and Validation 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,	Teacher

	<p>where possible, within two weeks from the date the marking is completed for the majority of the programs (see the specific feedback timelines in section 4.5 of the Assessment Guidelines).</p> <p>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.</p>	
5.8	<p>Depending on the nature of each assessment task, provide feedback in one or more of the following forms:</p> <ul style="list-style-type: none"> <li>• written, audio or video comments;</li> <li>• oral comments in group sessions or from teachers to commend, guide and/or correct the student's learning;</li> <li>• 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</li> <li>• 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</li> <li>• rubrics or marking guides given to students (written assessment above 10%, includes essay, esports), with meaningful details of the student performance against the criteria.</li> </ul>	Teacher
<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 Education Director.	Teacher
5.10	<ul style="list-style-type: none"> <li>• Enter results into a results spreadsheet or a resulting management system depending on each specific program.</li> <li>• Review and confirm the grading process; and complete the Moderation reports.</li> <li>• Provide the Moderation reports to the Pre-Board of Examiners or English Results Ratification Panel or</li> </ul>	<p>Assessor</p> <p>Assessment Moderator/Moderator</p>

	Foundation Results Ratification Panel where relevant for review (see sections 5.22 - 5.28) .	
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	<p>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.</p> <p>Feedback should be provided in clear language and be sufficiently detailed to support further learning.</p> <p>The feedback quality should be consistent across all teachers.</p>	<p>Teacher</p> <p>Teacher</p> <p>Program Leader/Discipline Leader/Team Leader (or equivalent) or delegate</p>
<i>Additional feedback</i>		
5.14	<p>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.</p> <p>Speak to the teacher regarding additional feedback in the first instance within 10 working days after the feedback is available for the assessment.</p> <p>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:</p>	Student

	<ul style="list-style-type: none"> <li>the feedback received to date and why the student considers it inadequate to support their learning.</li> <li>the steps taken to obtain additional feedback; and/or</li> <li>any exceptional circumstances that have prevented them from accessing all available feedback.</li> </ul>	
<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	Refer to section 4.6 of the Assessment Guidelines to locate the fail grade verification process for each program area including English language, Foundation and Diploma.	Assessor (or equivalent) or delegate in consultation with Program Leader/Unit Leader (or equivalent) or delegate and/or Discipline Leader/Team Leader where applicable
<i>Scaling of marks</i>		
5.17	<p>Make recommendations that scaling of marks is required to ensure quality of outcomes and consistency across different cohorts of students.</p> <p>Provide to the BoE or English Results Ratification Panel or Foundation Results Ratification Panel where relevant, together with the recommended marks, a detailed justification for the scaling and the method used to adjust the marks.</p>	Assessment Moderator or Moderator
5.18	<p>Marks can be scaled when:</p> <ul style="list-style-type: none"> <li>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).</li> <li>the marking scheme is not followed.</li> <li>An anomaly has been identified as part of grade distribution review.</li> </ul> <p>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.</p>	Assessment Moderator or Moderator

	Scaling can also be applied to individual cases when the moderator's mark differs from the initial mark.	
5.19	Scaling practices may include one of the following: <ul style="list-style-type: none"> <li>• Adjusting by a fixed mark for each student.</li> <li>• Proportionally varying the mark for each student.</li> <li>• Other methods that change the distribution while preserving the original rank order within the relevant cohort.</li> </ul>	BoE or English Results Ratification Panel or Foundation Results Ratification Panel where relevant
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.	BoE or English Results Ratification Panel or Foundation Results Ratification Panel where relevant
5.21	Complete assessment grade moderation according to the Assessment Policy and Moderation and Validation Procedure. This includes completion of a Moderator's report to specify any adjustment or scaling.	Assessment Moderator or Moderator
<i>Board of Examiners (BoE) - Applicable to Diploma programs</i>		
5.22	The BoE responsibilities include: <ul style="list-style-type: none"> <li>• determining the final results for each student enrolled in a unit;</li> <li>• overseeing a fair, transparent and consistent system for marking and moderating assessments across study periods and across all providers; and</li> <li>• advising the Board of Studies or Learning and Teaching Committee on any matter related to results ratification or moderation process.</li> </ul>	BoE
5.23	Prior to the BoE meeting, an informal Pre-BoE session can be arranged to review the moderation reports. Items to be discussed in the Pre-BoE session may include one of the following but are not limited to: <ul style="list-style-type: none"> <li>• Pass rates for the unit across all providers;</li> <li>• Grade distribution for the unit;</li> <li>• Grade distribution for the exam;</li> <li>• Grade distribution for coursework assessments;</li> <li>• Variation noted between coursework assessment results and examination performance, such as high coursework assessment and low exam results;</li> <li>• Average exam pass rate; and</li> <li>• Any issues raised by the moderator.</li> </ul>	Monash College staff members on the BoE
<i>English Results Ratification Panel and Foundation Results Ratification Panel</i>		
5.24	The responsibilities of the relevant results ratification panels relating to Assessment include:	English Results Ratification Panel or Foundation Results Ratification Panel where

	<ul style="list-style-type: none"> <li>considering the recommendations of moderators to ensure the marking standards are consistently applied to assessment items;</li> <li>reviewing mark or grade modifications that have occurred in preparing results to ensure any changes are evidence-based and appropriate;</li> <li>reviewing the grades of all students, including grade distribution and approve borderline adjustments; and</li> <li>determining the final results for each student enrolled in a unit/program.</li> </ul>	relevant
5.25	Where a result variation occurs before or after the BoE or English Results Ratification Panel or Foundation Results Ratification Panel where relevant and/or result release, obtain approval from the relevant staff members in each program area (see sections 4.7 - 4.11.3 of the Assessment Guidelines).	Teacher/Unit Leader/Academic Administration
5.26	At the BoE or English Results Ratification Panel or Foundation Results Ratification Panel session, 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.	BoE or English Results Ratification Panel or Foundation Results Ratification Panel 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	<p>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.</p> <p>Where a student believes that an error has been made in the marking of their assessment, within two weeks of the release of the assessment mark, they can apply for a review of their assessment mark by following the below process.</p> <p>An error may include one of the following but is not limited to:</p>	Student

	<ul style="list-style-type: none"> <li>• an incorrect late penalty has been applied; or</li> <li>• due to a miscalculation; or</li> <li>• the original assessment failed to follow the published assessment criteria or marking guide for the assessment task; or</li> <li>• a procedural irregularity has occurred.</li> </ul> <p>A student cannot apply for a review of their assessment mark on the basis that:</p> <ul style="list-style-type: none"> <li>• they do not agree with the mark; or</li> <li>• they think the provided feedback is insufficient.</li> </ul> <p><i>English language and Foundation (Coursework Assessments only) and Diploma programs:</i></p> <ul style="list-style-type: none"> <li>• Make an appointment to speak with their teacher to review their assessment mark in the first instance.</li> <li>• If the student is not satisfied after speaking with their teacher, they can request a further review from the Program Leader or Discipline Leader or Team Leader or delegate (or equivalent) or Partner Head to discuss areas of concern and obtain advice on the next course of action. The request must state why the student believes the assessment should be re-marked.</li> <li>• Review the request for a correction and notify the student of the outcome within five working days of receiving the request.</li> <li>• Where the original mark is found to be incorrect due to a marking error, the error will be corrected and the revised mark will stand.</li> </ul>	<p>Student</p> <p>Program Leader or Discipline Leader or Team Leader or delegate (or equivalent) or Partner Head</p>
6.2	Re-mark of Foundation examinations is not offered to students enrolled in the Foundation programs; however, checking mechanisms are put in place to ensure that the marking process and the marks awarded have been determined accurately, consistently, and fairly in accordance with the assessment criteria.	Student

## 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 (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 (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 (where applicable) or may be stated for the unit as a whole.</i>	Unit guide/outline	Learning management system (or equivalent platform)
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: <ul style="list-style-type: none"> <li>- how the contributions of individual students will be assessed, who will determine the criteria and who will assess the individual's contribution</li> </ul>		When assessment task opens

(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

<a href="#">English language program</a>	<a href="#">Foundation and Diploma program</a>
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<ul style="list-style-type: none"> <li>• End of Course Examination</li> <li>• Continuous Listening Quiz</li> <li>• Study Skills Hurdle Key Task(s)</li> <li>• Special assessment administrative arrangement due to disabilities or health condition</li> </ul>	<ul style="list-style-type: none"> <li>• Any assessment tasks including <i>formally assessed summative tasks</i>, including coursework assessments and examinations. Note that this does not include participation.</li> </ul>
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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.	<p>The evidence must be dated and state that the student was unfit to study or undertake the assessment on or before the relevant date.</p> <p>The evidence can include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Medical certificate: following consultations between the student and health professional. This includes video consultations with telehealth services; or</li> <li>• 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.</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>• Professional practitioner certificate: provided by other persons registered with a professional body, such as social workers and lawyers; or</li> <li>• 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</li> </ul>

		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.	<p>The evidence provided must demonstrate the significance of the relationship, which can include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Death notice or certificate: accompanied by a student impact statement demonstrating the significant relationship;</li> <li>• Professional practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or</li> <li>• Police report; or</li> <li>• Statutory declaration (or equivalent) from the student or other relevant persons and/or official supporting evidence.</li> </ul> <p>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.</p>
Family relationship breakdown	Includes family violence or severe disruption to domestic arrangements.	<p>The evidence can include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Police report; or</li> <li>• Professional practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or</li> <li>• Letter or document: provided by a court, a district or maternal and child health care nurse, a family violence support service; or</li> <li>• Statutory declaration (or equivalent) from the student or other relevant persons and/or official supporting documentation.</li> </ul>
Hardship or trauma	Includes victims of crime; sudden loss of income or employment; serious illness in their family or person for whom they care.	<p>The evidence can include but is not limited to:</p> <ul style="list-style-type: none"> <li>• Police or court report; or</li> <li>• Professional practitioner certificate: provided by practitioners registered with a relevant professional body, such as social workers and lawyers; or</li> <li>• Letter or document: provided by the student's employer or former employer; or</li> </ul>

		<ul style="list-style-type: none"> <li>Statutory declaration from the student or other relevant persons and/or official supporting documentation.</li> </ul>
Obligations to military, jury or emergency services	Including obligations to the Country Fire Authority or other civic obligations recognised in international locations.	<p>The evidence must state the relevant dates of the student's obligation, which can include but is not limited to:</p> <ul style="list-style-type: none"> <li>Statement from the appropriate authority, for example, the Defence Reservist's Military Unit, Juries Commissioner's Office; or Country Fire Authority.</li> </ul>
Obligations as a student registered with the Monash Elite Student Performer / Athlete Programs	<p>Including:</p> <ul style="list-style-type: none"> <li>athletes or performers registered with the Elite Student Performer Scheme;</li> </ul>	<p>The evidence must state the relevant dates of the student's obligation.</p> <p>Statement from the appropriate authority includes:</p> <ul style="list-style-type: none"> <li>registration with the Elite Student Performer Scheme; or</li> <li>faculty or other appropriate area of the University, for other engagement activities where the student represents or volunteers on behalf of the University.</li> </ul>
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	<p>Including:</p> <ul style="list-style-type: none"> <li>students who hold strict religious observance (for invigilated assessments with a set date);</li> <li>students with cultural duties and ceremonial obligations</li> </ul>	<p>The evidence can include but is not limited to:</p> <ul style="list-style-type: none"> <li>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 attempting or completing the assessment task; or</li> <li>Statutory declaration from the student or other relevant persons.</li> </ul> <p>Refer to the <a href="#">Accommodation of Students with Strict Religious Observance Obligations Guidelines</a></p>
Technical difficulties	<p>The circumstances must be beyond the student's control and include:</p> <ul style="list-style-type: none"> <li>major or continuous disruption to power and/or internet service</li> </ul>	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:

	provision for more than 20 per cent of the scheduled assessment duration; and <ul style="list-style-type: none"> <li>major technical issues with computer hardware (e.g., screen malfunction, fan malfunction).</li> </ul>	<ul style="list-style-type: none"> <li>Screenshots or photos (including timestamps where appropriate) of the technical issue.</li> <li>Statutory declaration (or equivalent) from the student or other relevant persons and/or official supporting documentation.</li> </ul>
Other compassionate and compelling circumstances	Including but are not limited to: <ul style="list-style-type: none"> <li>major political upheaval or disaster in the student's home country.</li> </ul>	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 (%)
<b>Foundation programs</b>			
HD	High Distinction		80 - 100
D	Distinction		70 - 79
C	Credit		60 - 69
P	Pass		50 - 59
N	Fail		0 - 49
WH	Withheld		-
WN	Withdrawn Fail		-

WDN	Withdrawn Early		-
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		-
<b>Diploma programs</b>			
HD	High Distinction	<ul style="list-style-type: none"> <li>Exceptionally clear understanding of subject matter and appreciation of issues; clearly and logically organised with excellent presentation.</li> <li>Addresses all of the assessment criteria to a very high standard;</li> <li>Evidence of insight and originality where appropriate.</li> </ul>	80 - 100
D	Distinction	<ul style="list-style-type: none"> <li>Strong grasp of subject matter and appreciation of key issues;</li> <li>Addresses all the assessment criteria, with several to a high standard;</li> <li>Clearly and logically organised with good presentation;</li> <li>Evidence of solid work.</li> </ul>	70 - 79
C	Credit	<ul style="list-style-type: none"> <li>Competent understanding of subject matter and appreciation of most of the main issues;</li> <li>Addresses most of the assessment criteria reasonably well;</li> <li>Competent organisation and presentation.</li> </ul>	60 - 69
P	Pass	<ul style="list-style-type: none"> <li>Satisfactory;</li> <li>Demonstrates appreciation of subject matter and issues;</li> </ul>	50 - 59

		<ul style="list-style-type: none"> <li>Addresses most of the assessment criteria adequately but may lack in depth and breadth;</li> <li>Often work of this grade demonstrates only basic comprehension or competency;</li> <li>Work of this grade may be poorly structured and presented.</li> </ul>	
N	Fail	<ul style="list-style-type: none"> <li>Unsatisfactory;</li> <li>Evidence of lack of understanding of subject;</li> <li>Minimal or inadequate comprehension and does not address the assessment criteria;</li> <li>Work is often inadequate in depth and breadth and sometimes incomplete or irrelevant;</li> <li>Lack of care and thought in organising, presenting and structuring work.</li> </ul>	0 - 49
NE	Not Examinable		-
WH	Withheld		-
WN	Withdrawn Fail	<p>The student has withdrawn from a unit of study after the academic census date in the study period.</p> <p>The student cannot withdraw from a unit after the last day of the teaching period.</p>	-
WDN	Withdrawn Early	The student has discontinued from a unit of study before the academic census date in the trimester. There is no academic penalty for a WDN grade.	-
WI	Withdrawn Incomplete		-
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		-
<b>English programs ending prior to November 2017</b>  <i>Grading schema for Monash English (ME) Elementary to Advanced and Monash English Bridging (MEB) for Diplomas and for University is set out below.</i>			
ER	ER	Exceeds requirements	80 - 100
MR	MR	Meets requirements	60 - 79
DR	DR	Does not meet requirements	0 -59
<b>English programs ending after November 2017</b>  1. <i>Grading schema for Monash English (ME) Elementary to Advanced is set out below.</i>			
ER	ER	Exceeds requirements	80 - 100
MR	MR	Meets requirements	60 - 79
DR	DR	Does not meet requirements	0 - 59
2. <i>Grading schema for Monash English Bridging (MEB) for Diplomas Part 1 and Part 2 are set out below.</i>			

Code	Grade	Requirements for successful completion - MEB Diplomas		Mark (%)	
		Part 1	Part 2		
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 Listening			60 - 64
F	F				50 - 59
G	G				≤49
<p>*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.</p> <p>^Study Skills introduced from May 2019.</p>					

## Related Documents

Parent Policy	Assessment Policy
Legislation and Standards	<a href="#">Education Services for Overseas Students Act 2000 (Cth)</a> <a href="#">ELICOS Standards 2018</a> <a href="#">Foundation Program Standards 2021</a> <a href="#">Higher Education Standards Framework (Threshold Standards) 2021</a> <a href="#">National Code of Practice for Providers of Education and Training to Overseas Students 2018</a> <a href="#">Privacy Act 1988</a>
Reference Policies, Procedures and Supporting Documentation	Moderation and Validation 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.
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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.
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).
Board of Examiners	Oversee the moderation process and the ratification of student results in the Diploma programs.
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.
English Results Ratification Panel	Oversee the moderation process and the ratification of student results in English language programs.
Final examination or end of course test	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.
Formally assessed summative assessment tasks	Includes (but not limited to) classroom tests, presentations, research projects, assessed practical work and other assignments and examinations.
Foundation Results Ratification Panel	Oversee the moderation process and the ratification of student results in Foundation programs.
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)	<p>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.</p> <p>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.</p>
Study period	A discrete period of study within a program such as a term, semester or trimester.
Teaching period	In relation to a unit of study or English language programs, the period occupied by the teaching of the unit or English language programs
Withdrawn Incomplete grade	A compassionate response for students who are prevented from completing unit assessment due to extreme circumstances beyond their control.

## 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	Date Approved	Effective Date

2.0	Senior Coordinator Education - Policy and Procedures	Revised procedure after organisational restructure to include three program areas, English language, Foundation and Diploma programs.	29/03/2023	12/06/2023
1.0	Director, Diplomas Director, Governance	Development and Implementation of an Assessment Regime Diplomas Procedure	31/10/2019	31/10/2019
1.0	Director, Diplomas Director, Governance	Adjustments to Assessments Diplomas Procedure	04/06/2019	04/06/2019
1.0	Director, Diplomas Director, Governance	Grading and Marking Diplomas Procedure	04/06/2019	04/06/2019
1.0	Director, Diplomas Director, Governance	Assessment Feedback Diplomas Procedure	04/06/2019	04/06/2019
1.0	Director, Diplomas Director, Governance	Assessment Security and Record Keeping Diplomas Procedure	04/06/2019	04/06/2019