

Assessment Policy and Procedure

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Policy Statement	
Purpose	Glencoe Institute of Higher Education ('the Institute') *Assessment Policy and Procedure* ('the Policy') establishes clear and comprehensive guidelines that ensure the development and implementation of an effective assessment process to actively evaluate students' performance and attainment of learning outcomes. This Policy aims to promote fairness, consistency, and transparency in the Institute's assessment process.
Scope	This Policy applies to all staff and students.
Definitions	For definitions, please refer to the *Dictionary of Terms.*

1. Policy Principles

The key principles of this Policy are to:

a) Maintain assessment requirements and practices in alignment with the *Australian Qualifications Framework (AQF)* and relevant Commonwealth and Western Australian legislative and regulatory frameworks, including the *Higher Education Standards Framework (Threshold Standards) 2021 (HESF 2021),* the *Education Services for Overseas Students Act 2000 (ESOS Act),* the *Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act),* and the *National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code)* to support academic standards, consistency, and student preparedness for successful participation in their course of study;

b) Design evidence-based assessment items in a fair, equitable, flexible, and inclusive manner across diverse settings and learning environments;

c) Develop assessment items that evaluate students' knowledge, skills, and competencies while fostering genuine and robust learning experiences;

d) Ensure fairness, equity, and equal opportunities for all students, regardless of their backgrounds or circumstances, by making provision for modification of assessment tasks based on a system of evaluation of special consideration of students' particular disability needs or adverse circumstances;

e) Implement monitoring mechanisms for quality assurance and facilitating ongoing continuous improvement;

f) Uphold academic rigour, reflecting high standards and encouraging critical thinking, analysis, and application;

g) Ensure constructive alignment between assessment tasks and subject/course learning outcomes and graduate attributes that reflect the AQF level;

h) Ensure formative or low-stakes summative assessment occurs early in the teaching period to provide student's with timely feedback , including structured in-class learning activities to support early engagement and learning progression;

i) Adopt a scaffolded approach to assessment design, whereby assessment tasks are sequenced and structured to progressively develop students' knowledge, skills, and application capabilities, supporting early engagement, timely feedback, and achievement of learning outcomes through increasingly complex and integrated activities.

2. Types of Assessment

a) Formative Assessments

Formative assessment is an ongoing, real-time process used by academic staff to provide feedback on student learning. This assessment does not contribute to the subject marks and grades. This type of assessment aims to monitor progress, identify learning gaps, and guide instructional adjustments by fostering a student-centred approach to education;

b) Summative Assessments

Summative assessments are an evaluative assessment process to measure students' overall progress towards meeting learning outcomes. The goal of summative assessments is to determine the level of achievement on a task, which contributes to the final subject mark or grade.

c) Assessment Methods

The Institute employs various assessment methods, each with a distinct purpose of fostering learning and understanding. Assessments can be conducted individually or in groups, as detailed in each subject outline. Assessment methods used include, but are not limited to:

i. Written Assessments: Written assessments include reports, essays, exams, or any tasks requiring a written response to a question (s). The purpose of a written assessment is to assess knowledge, understanding, critical thinking and written communication skills;
ii. Oral Assessment: An oral assessment item involves any task requiring spoken communication, often in the format of a presentation. The purpose is to assess verbal communication, presentation skills, knowledge, understanding and critical thinking;
iii. Practical Assessments: Practical assessment items involve observing student performance through completing a process, skill, or task. The purpose is to assess proficiency in applying theoretical concepts to real-world situations;
iv. Online Assessment: Online assessment is conducted through digital platforms or online tools. The purpose is to facilitate flexibility and accessibility, providing a contemporary and technology-driven approach to the assessment process;
v. Self-Assessment: Students assess their own work, skills or understanding. The purpose is to promote self-awareness, reflection and responsibility for one's learning and the development of life-long learning.

3. Assessment Procedures

a) Submission of Assessments

i. Students are required to submit assessments by the due date as outlined in the subject outline;
ii. All assessment items must be completed in English;
iii. Assessments must be submitted through the designated Learning Management System (LMS) or through methods communicated by the Discipline Coordinator to ensure consistency and effective assessment management. All written assessments will be subject to analysis via an appropriate plagiarism/artificial intelligence (AI) detection software employed by the Institution, such as Turnitin or equivalent software;
iv. When submitting assessments, students must follow the prescribed formats in the assessment guidelines;
v. Students requiring an extension due to compassionate and compelling circumstances must formally request an extension in accordance with the provisions of this policy and provide appropriate supporting documentation before the original deadline;
vi. Extension requests are subject to approval by the Discipline Coordinator;

vii. Students facing challenges that may impact their ability to meet multiple deadlines should promptly inform their Discipline Coordinator, providing context for potential late or non-submission.

b) Extension of Assessment Deadlines

i. Students seeking an extension in the assessment submission due date due to adverse circumstances must lodge an application using the Extension Request Form;
ii. The completed Extension Request Form must be accompanied by supporting documentation and submitted to the Discipline Coordinator;
iii. Supporting documentation may include a medical certificate or other documentation supporting the reasons for the extension request;
iv. Students must submit a completed Extension Request Form and the required supporting documents no later than one (1) day before the submission deadline. Exceptions may be made if the student is unable to submit their request due to compassionate and compelling circumstances that include, but are not limited to:

    a. Serious illness or injury requiring hospitalisation or impacting on the student's day-to-day activities;
    b. Death of a family member where evidence can be provided in the form of a Death Certificate, Death Notice, Funeral Booklet or Statutory Declaration;
    c. An adverse experience that has impacted the student, such as involvement or witnessing a serious accident, witnessing or being a victim of a crime or domestic violence.

c) Special Consideration

Special consideration is a provision to assist students facing compassionate or compelling circumstances that may impact their ability to fulfil assessment requirements, including exam deferments:

i. To request special consideration, students are required to submit the Special Consideration Application Form to the Discipline Coordinator within five (5) working days of the due date for any applicable assessment and at least 24 hours prior to the scheduled examination. In exceptional circumstances, such as a serious accident or medical emergency, applications may be considered outside these timeframes at the discretion of the Institution;
ii. For a special consideration application to be considered, students must provide appropriate supporting documentation outlining the compassionate or compelling circumstances they were facing. Supporting documentation includes but is not limited to:

    a. Medical certificates detailing the student's inability to participate in an examination or complete assessment work due to health issues;
    b. Death notices or funeral documentation;
    c. Police reports.

iii. For examinations, students who are adversely impacted and submit their special consideration application on the day or within 24 hours after the scheduled examination may be considered for special consideration should they be able to present the required medical certificates or other supporting documents indicating the circumstances that inhibit them from attending the examination;

iv. The outcome of special consideration requests may vary based on the circumstances presented and the evaluation conducted by the Discipline Coordinator, who will make a decision within 2 working days of the application;
v. Possible outcomes include an extension of assessment deadlines and/or the provision of alternative camparable and compatable assessment.

d) Supplementary Exams

i. At the discretion of the Teaching and Learning Committee, supplementary exams may be granted when a student achieves a minimum final mark of 45F to 49F in a subject;
ii. If a student achieves a passing grade in an approved Supplementary Examination, the final mark and grade for the subject will be 50P.
iii. If the student fails to achieve a passing grade in an approved Supplementary Examination, the original mark and grade for the subject of study will be retained.

4. Assessor Selection, Engagement and Responsibilities

a) The Institute ensures that all assessors engaged in the design, delivery, and marking of assessment tasks are appropriately qualified, experienced, and supported to uphold academic standards and integrity.
b) Assessors must hold qualifications at least one AQF level higher than the course being delivered, or demonstrate equivalent academic or professional expertise.
c) Assessors are formally appointed through institutional engagement processes, with clear definition of roles, responsibilities, and performance expectations.
d) Prior to undertaking assessment duties, assessors must complete institutional induction and training, including assessment standards, academic integrity requirements, moderation processes, and the appropriate use of educational technologies.
e) Any actual, potential, or perceived conflicts of interest must be declared and managed in accordance with institutional policies and governance requirements.
f) Assessors are required to apply approved marking criteria and rubrics consistently and in alignment with subject learning outcomes and AQF level expectations.
g) Assessors must maintain fairness, impartiality, confidentiality, and professional conduct in all assessment-related activities.
h) Assessors must provide clear, constructive, and timely feedback that supports student learning and progression.
i) Assessors must maintain accurate, complete, and auditable records of assessment decisions.
j) Assessors are required to participate in moderation, validation, and benchmarking activities to ensure consistency and comparability of assessment outcomes.
k) Assessors must engage in ongoing professional development to maintain currency in assessment practices, including academic integrity and emerging technologies.

5. Examination Design, Templates and Instructions to Examiners

a) All examinations must be designed and implemented in accordance with approved institutional standards to ensure validity, reliability, fairness, and alignment with subject learning outcomes.
b) All examination papers must utilise approved institutional templates to ensure consistency in structure, presentation, and assessment expectations.
c) Examination templates must include clear instructions to students, alignment with subject learning outcomes, marking allocations and question weighting, permitted materials and conditions, and marking guides or indicative answers where applicable.
d) Examination templates are subject to periodic review as part of the Institute's quality assurance processes.

e) Examiners must ensure that examination tasks are aligned with subject learning outcomes and reflect the appropriate AQF level, incorporating a balance of knowledge, application, analysis, and critical thinking.
f) Examination questions must be clearly worded, unambiguous, and structured to support equitable student understanding.
g) Examination tasks must be original, current, and appropriately challenging, with consideration given to academic integrity risks.
h) Examiners must prepare comprehensive marking guides or model answers to support consistent and reliable marking.
i) Draft examination papers must be submitted for pre-assessment moderation and approval prior to release.
j) Any permitted use of materials or technologies, including AI, must be clearly specified.
k) Examiners are required to participate in post-assessment review processes to evaluate the effectiveness, fairness, and outcomes of examination tasks.

6. Reasonable Adjustments

a) Reasonable adjustment encompasses various measures designed to ensure the fair and equitable assessment of subject learning outcomes for students facing recognised, ongoing physical or mental disabilities special needs. These may include, but are not limited to:

i. Extending or modifying time frames for an assessment;
ii. Modifying the assessment format, providing additional support, or using alternative assessment methods that are more suitable for the individual student's circumstances;
iii. Using oral assessment (presentations, recorded responses and/or online interviews) as alternatives to written tasks or vice versa, where appropriate.

b) The procedure for implementing reasonable adjustments is outlined as follows:

i. The student must submit a Reasonable Adjustment Application Form as soon as possible after the circumstances arise and no later than ten (10) working days before the relevant assessment or examination with a comprehensive explanation of the circumstances, including dates, duration, severity, and the impact on the student's ability to complete standard assessment tasks;
ii. Supporting documentation from a health or relevant professional is required, outlining the nature and duration of the health condition or circumstances negatively affecting the student's academic progress;
iii. The Institute will thoroughly examine the student's circumstances by reviewing the provided documentation and may verify health-related details professionally within five (5) working days of submission;
iv. The Dean, in consultation with the Discipline Coordinator, assesses the appropriateness of the requested adjustments to maintain assessment integrity. Following discussion/communication with the applying student, approved adjustments are implemented, fostering a fair and inclusive academic environment.

7. Penalties for Late and Non-Submission

a) Assessment tasks submitted after the designated due date without an approved extension will be subject to a penalty of five (5) per cent of the total achievable assessment marks per day overdue for a maximum of five (5) days. Beyond this extension period, the student will receive a zero mark for the respective assessment;

b) Where a student fails to comply with a special circumstances or reasonable adjustment approved submission extension, the student will receive a zero mark.

8. Marking and Feedback

a) The Institute is committed to providing timely feedback that assists students in progressing toward learning outcomes;
b) The Lecturer will provide constructive feedback on assessment outcomes to students within two weeks after the submission date. Constructive feedback on assessment is important to:

i. Assist learning;
ii. Recognise achievement;
iii. Provide encouragement;
iv. Explain results and/or identify students' strengths and weaknesses and advise them on how they can improve.

c) Lecturers will create marking rubrics for each assessment task and make these available to students prior to issuing the assessment. The lecturer's marking rubrics will be approved by the Discipline Coordinator or academic appointed by the Dean;
d) In addition to the rubric, lecturers are required to provide detailed feedback on student submissions, helping students understand their strengths and areas for improvement;
e) To maintain the quality and consistency of assessment and feedback, academic staff will receive training on designing and applying rubrics effectively, ensuring that grading practices are equitable and aligned with institutional assessment standards;
f) Feedback may be provided in a variety of ways, including but not limited to:

i. Written comments;
ii. Emails and/or online discussion comments;
iii. Verbal feedback on presentations and participation in class discussions;
iv. Preliminary assessment task advice;
v. Face-to-face assessment task discussions.

9. Quality Assurance, Moderation and Review

a) Quality assurance of assessment items occurs at the course and subject levels. Led by the Dean, the Academic staff is responsible for establishing a quality assurance process that includes internal and external moderation and assessment benchmarking;
b) Assessment tasks will be moderated for review in accordance with the *Assessment Moderation Policy and Procedure*;
c) Staff will be provided with professional development opportunities related to assessment design, implementation, and moderation as part of the Institute's *Quality Assurance Policy and Procedure*.

10. Roles and Responsibilities

a) Led by the Dean, academic staff will be responsible for designing, moderating, marking and providing appropriate feedback within the parameters set in this Policy;
b) The Discipline Coordinator is responsible for ensuring the subjects within their respective majors are delivered in accordance with the subject outline approved by the Academic Board;

c) The Discipline Coordinator is responsible for ensuring student access to the approved subject outline via LMS and that students understand the subject's aims, learning outcomes, and assessment requirements;

d) The assessment approach for each subject will be reviewed by the Discipline Coordinator to ensure:

i. alignment of assessment tasks with subject learning outcomes and graduate attributes;
ii. appropriate level of skill and knowledge;
iii. appropriateness of overall assessment load;
iv. criteria and standards are clear and appropriate;
v. instructions to students are clear, complete and unambiguous.

Where a subject does not align with a specific discipline (e.g. core subjects such as Business Communications) the responibilites outlined above will be allocated to an appropriate academic by the Dean.

e) The Dean will submit changes to assessment tasks resulting from the internal and external review to the Teaching & Learning Committee and then to the Academic Board for final approval;

f) Any changes must be communicated to all students enrolled in the subject via LMS and in class.

11. Record Keeping

The Institute is committed to implementing best practices in its records management system. Records of students' assessment tasks and results will be maintained, stored, and disposed of in accordance with the relevant regulatory requirements as outlined in the *Records Management Policy and Procedure.*

12. Appeals

A student may appeal the outcome of an assessment review in accordance with the *Student Grievance Management Policy and Procedure.*

11. Review and Evaluation

This Policy will be reviewed at least every two years, or earlier if required due to changes in legislation, regulatory requirements, technological developments within professional and industry sectors, or institutional priorities, to ensure its ongoing relevance, accuracy, and effectiveness.

13. Grades

Grades awarded for a subject of study are based on the total marks obtained in all assessment tasks as follows:

Numerical Score	Final Grade	Notation	Grade Points	Description
85-100	High Distinction	HD	7	Indicates that the student has produced outstanding work and demonstrated a high level of understanding across the entire content of the subject.
75-84	Distinction	DI	6	This indicates that the student has demonstrated a high standard of original, insightful work from various perspectives.
65-74	Credit	CR	5	Indicates that the student has demonstrated a proficient level of attainment and the ability to think analytically and contextually about the subject and its assessment requirements, as well as to understand/present alternative points of view/perspective and supporting evidence.
50-64	Pass	PA	4	Indicates that the student has addressed the assessment requirements of the subject and has demonstrated an acceptable understanding of the subject content.
0-49	Fail	F	0	Indicates unsatisfactory performance, below the minimum expected level or inability to demonstrate one or more subject learning outcomes. This grade characterises work that shows a significant lack of understanding of the subject or assessments.
Range N/A	Fail Incomplete	FI	-	A FI grade is awarded to a student who does not submit all the compulsory assessments as specified in the subject outline. This grade may be awarded irrespective of whether the student achieves an overall score of 50 per cent or greater in the subject. For more details on course progress, please refer to the *Academic Progression and Graduation Policy and Procedure*.
Range N/A	Fail Withdraw	FW	-	The student has withdrawn from a subject with an academic penalty after the census date for enrolment. FW results only apply to subject enrolments withdrawn before the formal exam begins.
Range N/A	Hold	H	-	The student's grade is incomplete and awaiting finalisation.
Range N/A	Supplementary	S	-	The student is awarded a supplementary assessment grade or deferred assessment awaiting finalisation.

Version Control

Version	Date of Approval	Approved By	Related Documents
1.2	15 April 2026	Academic Board	Assessment Moderation Policy and Procedure Academic Progression and Graduation Policy and Procedure Records Management Policy and Procedure Student Grievance Management Policy and Procedure Quality Assurance Policy and Procedure
Benchmarking Institutions			King's Own Institute Australian Institute of Higher Education Western Sydney University Macquarie University
Policy Owner			Dean
Legislations			Education Services for Overseas Students Act 2000 (Cth) (ESOS Act) Higher Education Standards Framework (Threshold Standards) 2021 (Cth) (HESF 2021) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) (National Code) Tertiary Education Quality and Standards Agency Act 2011 (Cth) (TEQSA Act) Australian Qualifications Framework (Cth) (AQF) Equal Opportunity Act 1984 (WA) State Records Act 2000 (WA) Freedom of Information Act 1992 (WA)
Higher Education Standards Framework (Threshold Standards) 2021 (Cth)			Standard 1.3; Standard 1.4; Standard 1.5; Standard 3.1; Standard 4.2; Standard 5.1; Standard 5.3; Standard 7.2.