

CONTENTS

| | |
|------------------------------------------------------------------------------------|----|
| 1. Purpose | 3 |
| 2. Scope | 3 |
| 3. Objectives | 3 |
| 4. Implementation | 3 |
| 4.1. Assessment Items | 3 |
| 4.1.1. Design | 3 |
| 4.1.2. Publishing Assessment Items | 4 |
| 4.1.3. Changes to set Assessment Items | 4 |
| 4.1.4. Approval processes | 4 |
| 4.1.5. Grades | 5 |
| 4.1.6. Borderline Grades | 5 |
| 4.1.7. Errors in Published Results | 5 |
| 4.1.8. Student Notification | 5 |
| 4.1.9. Submission due dates and submission requirements | 5 |
| 4.1.10. Timeframes | 6 |
| 4.1.11. Examinations | 6 |
| 4.1.12. Feedback to students | 7 |
| 4.2. Assessment Moderation | 7 |
| 4.2.1. Purpose | 7 |
| 4.2.2. Moderation of Grades | 7 |
| 4.2.3. Examiner’s Meeting | 8 |
| 4.2.4. Benchmarking of Assessment | 9 |
| 4.3. Student Academic Progress | 9 |
| 4.3.1. Satisfactory and unsatisfactory academic progress | 9 |
| 4.3.2. Procedures for determining unsatisfactory academic progress | 10 |
| 4.3.3. Procedures for managing students who have progressed unsatisfactorily | 10 |
| 4.4. Students at Risk | 11 |
| 4.4.1. Purpose | 11 |
| 4.4.2. Objectives | 11 |
| 4.4.3. Identification | 12 |
| 4.4.4. Intervention | 12 |
| 4.4.5. Supports | 12 |
| 4.4.6. Counseling | 12 |
| 4.4.7. Information | 12 |

| | | |
|--------|--------------------------------------------------------------------------------|----|
| 4.4.8. | Implementation | 12 |
| 4.5. | Supplementary Assessment | 14 |
| 4.6. | Special Considerations/Circumstances | 15 |
| 4.6.1. | Special Examinations | 15 |
| 4.6.2. | Special Extensions of Time for Assignments and Tests Beyond the Due Date... .. | 15 |
| 4.6.3. | Special Considerations | 15 |
| 4.6.4. | Applying for Special Considerations/Extensions | 16 |
| 4.6.5. | Documentation Required | 16 |
| 4.7. | Academic Misconduct | 17 |
| 4.7.1. | Plagiarism | 18 |
| 4.7.2. | Examination Misconduct | 18 |
| 4.7.3. | Penalties for committing Academic Misconduct | 19 |
| 4.7.4. | Identification of Plagiarism/Academic Misconduct | 19 |
| 4.8. | Student Appeals | 20 |
| 4.8.1. | Appeals Against Grades | 20 |
| 5. | Definitions | 20 |
| 6. | Related Policies and Procedures | 23 |
| 7. | Version Control | 23 |

1. Purpose

This policy provides a framework for delivering assessment across the Institute's higher education courses. The intent of this policy is to outline all processes involving assessments set in higher education courses at the Institute. This policy is also designed to ensure that these processes are fair, equitable and transparent.

2. Scope

This policy applies to all members of the Institute's higher education community that are involved in designing and marking assessment and all students enrolled in the Institute's higher education courses. The policy covers the following in regards to assessment:

- Assessment Design
- Assessment Moderation
- Student Academic Progress
- Students at Risk
- Supplementary Assessment
- Special Considerations/Circumstances
- Academic Misconduct
- Plagiarism
- Appeals

3. Objectives

The Institute is committed to the following principles that underpin this policy

- To ensure assessment items are a founding element of teaching and learning
- To ensure assessment design is guiding learning outcomes
- To promote critical thinking
- To evaluate the effectiveness of teaching processes and facilitate continuous improvement
- To improve the academic quality of courses
- To ensure fair and equitable practice

4. Implementation

The Academic Board has overall responsibility for all aspects of student assessment, moderation and progress. The Head of School and Course Coordinator are responsible for the implementation of this policy.

4.1. Assessment Items

4.1.1. Design

Assessment items set for a subject will be designed in consultation between the main lecturer of the subject, Head of School and the Course Coordinator. These parties will use their professional discretion to design assessment that is aimed at guiding the learning principles of the subject and assesses against the learning outcomes. Assessment may be set in varying forms of practical, written, oral and aural works, and will be aligned to learning outcomes. Each assessment item will have clearly defined topic/s detailing what is required in the assessment. Each assessment item will also have clearly articulated assessment criteria and marking sheet to inform students of the weighting of the assessment. The Course Coordinator and Head of School will ensure that the difficulty level and complexity of

assessment proportionately reflects the subject's study load and learning outcome levels. Assessment processes will state the penalties for late submission of assessment and the processes for review of results.

Subject Outlines and Marking Guides

Subject outlines and marking guides play an important role in the provision of quality teaching and learning. The subject outlines and marking guides contain details of subject rationales, learning outcomes, content, delivery and assessment. Further details such as mapping to learning outcomes, weighting and assessment details are also provided. All subjects must have *Subject Outlines* and *Marking Guides*, consistently formatted in accordance with the Institute's templates.

At the commencement of each semester, all subject outlines and guides are made available to students, and are published on the website. Prior to publication of subject outlines and guides, the Head of School is responsible for checking that assessment tasks are:

- clearly defined and fair, and that students are given reasonable opportunities to demonstrate what they have learned.
- aligned with the planned learning outcomes.

Subjects are reviewed regularly by obtaining feedback from students on a regular basis. Each year a sample of subjects offered are surveyed to obtain feedback on all matters, including assessment. Annually, feedback is sought on the course. This feedback is used to inform changes to subject outlines to effect continuous improvement, within the 30% of change permitted by TEQSA before a material change application is required.

4.1.2. Publishing Assessment Items

Once set, assessment items, including details of assessment task and criteria will be clearly made available to students through appropriate subject outlines prior to the commencement of semester.

Subject results will not be finalised until approved by the Academic Board.

4.1.3. Changes to set Assessment Items

In exceptional circumstances, there may be a need to change an assessment item after the semester has commenced. In these cases, either the main lecturer or Course Coordinator will seek approval from the Head of School to make changes to assessment. The Head of School will assess the impact these changes may have on students and any other contingencies with regards to academic quality and integrity. Upon this assessment, the Head of School may approve or reject the proposed changes to assessment. If approved, the Course Coordinator or main lecturer will provide students with updated subject outlines and ensure the student cohorts is aware of these changes and is not disadvantaged in any way from successfully completing the assessment.

4.1.4. Approval processes

Changes to subjects must be approved by the Academic Board and the changes documented. Changes will be made to the Subject Outlines and website, where relevant.

Significant changes may require a Material Change to be submitted to TEQSA for approval. A full review of subjects and courses is conducted for the renewal of course accreditation submission to TEQSA.

4.1.5.Grades

Graded assessment is used according to the levels listed in the table below.

| Notation | Grade definition | Percentage range |
|------------------|------------------|------------------|
| High Distinction | Excellent | 85%-100% |
| Distinction | Very good | 75%-84.99% |
| Credit | Good | 65%-74.99% |
| Pass | Pass | 50%-64.99% |
| Fail | Fail | 0%-49.99% |

4.1.6.Borderline Grades

Borderline grades are defined as being within 0.5% of a grade that is above a pass, or within 5% of a pass grade.

4.1.7.Errors in Published Results

If it is found after publication of results that an error has been made in the publishing or recording of a result, the error will be corrected as follows:

- Completing the relevant form to amend the published result so that it is consistent with the officially recorded results; or to amend the published result and the recorded result to amend the errors.
- The form will be sent for approval to amend the result via the Head of School and the Board of Studies, together with evidence of the published result and the officially recorded result; or the published result and the erroneous recorded result.
- The published result and the recorded result (if relevant) will be amended after approval from the Academic Board and processed by the relevant area.
- The student will remain anonymous during the process, and will be notified in writing of the change of result, once it is finalized.

4.1.8.Student Notification

Students will be advised in the Learning Guide how all final marks and grades are to be determined in accordance with the JMI's assessment policies and procedures.

4.1.9.Submission due dates and submission requirements

All assignments must be submitted to the lecturer by the due date. Students are to complete assignments in the format specified by the instructor, which is generally in Word, Excel etc. All documents should be clearly named to indicate their content subject name and code, the number of the specific assessment activity and the student's own name and student number, e.g. Improv101_2_RobertGreen21502.doc.

Assignments sent as email attachments to the lecturer will be acknowledged in an email by the lecturer. If an acknowledgment is not received within 24 hours, the administration office should be contacted to ensure that the submission has been received.

Assessment components will be provided at set times, or require submission of work before set dates and times. Students are required to participate at the set times and submit the set work on or before the set dates and times. The outline for each course subject will indicate:

- The types of assessment for that course subject module and the marks allocated for each one.
- The requirements for submission of work, including the format and modes of submission.

For subjects that have an examination assessment component the student will be required to complete the participation and assignment assessment components as well as pass the set examination. A failure to be present or to meet a set date or time will result in a mark penalty.

- Late submission of assignments shall be penalised at the rate of 20% (of the full marks of the assignment) for each 24 hour period the submission is late.
- Submissions later than 5 days will be given a fail mark (unless an approved extension has been given).

Extensions to deadlines or deferral of assessment may be granted by the lecturer for that module providing:

- The lecturer is satisfied that valid medical or personal reasons justify the extension of time.
- The application for extension is in writing and submitted before the final submission deadline is reached.
- Evidence must be supplied for any medical or personal reasons for extension as per Section 4.6 of this policy

4.1.10. Timeframes

Assessment procedures will allow students adequate time to complete each assessment activity, and be aligned to learning outcomes and scheduled activities of the course subject. Each course subject should include a sufficient amount of assessable activities in a range of formats to allow lecturers and students to monitor learning progress.

4.1.11. Examinations

Where examinations are included in the assessment for a course, information will be included in the academic calendar and at times specified in subject outlines provided to students prior to commencement of the course. Students will be notified of examination dates and times no less than 4 weeks prior to the event.

Students will be required to present approved photo identification, driver's license or other photo ID upon entry to the examination. Failure to provide suitable identification will result in denial of access to the examination.

Restricted open Book Examinations:

Where an examination is classified as 'restricted open Book' students will be permitted to take into an examination limited materials as specified by the course coordinator. Examination supervisors will inspect materials to ensure that they comply with the examination requirements. Unauthorised materials will be removed from the student until after the examination has been completed.

Open Book Examinations

Where an examination is classified as 'Open Book' there will be no limitations on the written materials which are taken into the examination.

Internet Access and Electronic Devices

Due to increased risks of collaboration with undefined parties or resources external to the exam venue students will not be given access to the Internet during examinations. Electronic devices with Internet access such as handheld tablets, personal notebook computers or mobile telephones will not be permitted in the examination. Where access to calculators or electronic devices are required in an examination, specific details of permitted models and security measures will be detailed in the subject outlines and by the course coordinator prior to the examination date. Examination supervisors will inspect electronic devices to ensure that they comply with requirements. Unauthorized devices will be removed from students until after the examination.

4.1.12. Feedback to students

Feedback will be communicated in a number of ways including:

- Via Moodle, JMI's Learning Management System
- Model answers to questions, where developed
- Verbal comments from lecturers
- Written feedback comments from lecturers

The criteria and standards set for each assessment activity prior to the task being undertaken should allow the student to clearly see that assessments have been based on their performance against those criteria and standards, and provide an indication as to why they achieved a specific mark/grade and how they could have achieved a better mark/grade.

Feedback should be provided in a form that will allow students to review their learning progress and develop strategies for improving their learning outcomes and ensure that grade allocation is explained and understood in terms of the learning outcomes and the marking criteria for the assignment.

4.2. Assessment Moderation

4.2.1. Purpose

The purpose of Assessment Moderation at JMI is to ensure fair and equitable assessment outcomes for students and consistency of assessment marking across and within subjects. Moderation is also to ensure that best practice is used in designing and administering assessment, and that the level of assessment is appropriate to industry standards, benchmarked against similar providers nationally and internationally.

4.2.2. Moderation of Grades

The Board of Studies is responsible for oversight of moderation of assessment. The Head of School is responsible for ensuring that moderation processes are implemented. The Academic Board reviews the report from the Board of Studies and makes the final decision regarding results and moderation of results.

Operational responsibility will generally devolve to the Head of School, unless the Head of School is the single teacher and marker in the subject.

Given that there are only small numbers of students and there is only one lecturer per subject, a rationalised approach will be taken, as it will not be necessary to moderate the assessment

of different lecturer's assessment across a subject; but to moderate the outcomes of assessment against the subject outline assessment requirements, and across the cohort.

Each semester moderation activities will occur with the aim of achieving consistency of assessment outcomes. These activities will occur at the commencement and end of each semester as a regular activity. Other activities may occur throughout the semester if concerns are identified.

Prior to each semester, a moderation schedule will be created to determine the assessment items that will be cross-marked internally and externally. The selection of these assessment items will be put forward to the Board of Studies by the Head of School and Course Coordinator. The Moderation Schedule will then be agreed upon and negotiated where required by the Board of Studies prior to the commencement of semester.

At the commencement of each semester, the Head of School will meet with teaching staff to discuss the assessment expectations as stated in the subject outlines and the marking guides. Examples of students' work from previous semesters will be used as a basis for inducting staff and setting expectations about the quality of work to achieve the various grade levels.

The assessment to be cross-marked will be chosen from subjects that have more than one teacher, and therefore need to be cross-marked to ensure consistency of marking. These assessment items include performance and written assessments. Written assessments will be cross-marked blindly, with the cross-examiner not able to see whose work is being marked, nor the original mark given.

Subjects with only one class are moderated via the use of exemplars. Assessment items are chosen randomly from a range of subjects and an example of a "middle-of-the-rung" grade (a grade which falls in the middle of a grade category) are used as examples of each individual grade. There is discussion regarding the quality of work against the criteria set. From this discussion, assessment exemplars are reinforced to ensure all assessment marking is of a comparable expectation for each grade. These have also been introduced as a tool for inducting new staff so that assessment expectations are clear at the outset.

If concerns are identified during the semester, the Head of School is responsible for initiating moderation discussions to investigate any concerns. Where it has been identified that systemic issues exist for a particular subject, then the Head of School is responsible for devising a solution to the problem. The Head of School must be satisfied that the solution will minimise the likelihood of the issue being repeated. The Head of School must determine whether, for example, this may require a remark of all students' work for the subject.

4.2.3. Examiner's Meeting

At the end of each semester an examiner's meeting will be held, made up of members from the Board of Studies, to moderate the assessment exemplars to ensure consistency of grade levels across the course. Assessment used for this process will also be determined in the Moderation Schedule for each semester. The Examiner's Meeting will also moderate any major discrepancies between cross-marked assessment, where there was a significant difference (over 10%) in the original mark and the cross-examined mark. Borderline overall grades will also be assessed and discussed as to whether supplementary assessment, or re-assessing the student's current marks are appropriate.

A report will be prepared on the outcomes of the Examiners Meeting and the recommendations, including each student's grade, and will be forwarded to the Academic Board for approval of grades, prior to publishing same to students.

Where the Head of School is of the opinion that alternative moderation procedures are required, or that these procedures are not practical, for example, due to low student numbers, then the Head of School may substitute alternative procedures that are consistent with the Assessment, Moderation and Student Progress Policy, and still meet the aims of ensuring consistency of assessment outcomes. The Academic Board must be notified of these alternative procedures and given the opportunity to review and assess their effectiveness.

4.2.4. Benchmarking of Assessment

The Head of School will seek to benchmark assessment annually with other national and international providers of similar courses specializing in jazz to ensure assessments are at industry standard.

4.3. Student Academic Progress

The Head of School is responsible for managing student progress in association with the Academic Board.

The Institute is committed to monitoring student progress and administering early identification and support mechanisms for students not meeting academic progress requirements. The following mechanisms are used:

- Providing fair entry processes
- Advising students of progress requirements
- Identifying students at risk
- Communicating any concerns to students regarding progress requirements
- Providing support and assistance to students
- Monitoring progress
- Transparent decision-making

Students are responsible for committing to their own learning process and satisfactory academic progress. Students should utilise the assessment criteria and incorporate assessment feedback into their learning. Students should also participate in evaluation processes to provide teaching staff with feedback to improve their teaching.

The Institute will provide support to students and staff to enable the achievement of learning outcomes and satisfactory academic progress.

4.3.1. Satisfactory and unsatisfactory academic progress

For the purpose of this policy, satisfactory and unsatisfactory academic progress is determined on the basis of the percentage of subjects of study attempted by the student over the course of a semester that the student has completed satisfactorily.

A student who, in the course of a semester, has successfully completed 50 per cent or more of the subjects of study he or she has attempted shall be deemed to have progressed satisfactorily unless they have failed their Principal Study subject, in which case they will be deemed to have progressed unsatisfactorily regardless of percentage successfully completed.

A student who, in the course of a semester, has successfully completed less than 50 per cent of the subjects of study or competency she or he has attempted shall be deemed to have progressed unsatisfactorily.

4.3.2. Procedures for determining unsatisfactory academic progress

Students are required to make satisfactory academic progress before continuing to the next level of the course. Students must achieve the minimum requirements that are set out by the Institute as Satisfactory and Unsatisfactory Progress in the Student Handbook. The Institute will monitor progression via the collection of data and reporting progress to the Academic Board regarding each student's progression through the course and completion of the course. The following will be monitored:

- Students have passed the number of subjects of study specified by the Institute as the minimum for a defined period;
- Students have passed any compulsory or barrier subject/s of study, field or other professional experience as stipulated by the Institute and approved by the Academic Board.
- student attendance at compulsory teaching and assessment components of a subject of study;
- failure of a student to pass a number of subjects of study set as the required target for that award course;
- over-enrolment in an attempt to catch up on failed subjects of study;
- significant negative variations in a student's academic performance;
- other progress requirements specific to the Faculty.

The Head of School and teaching staff will have mechanisms in place to monitor and identify students who are not making satisfactory academic progress. Support and advice will be provided as soon as possible to give students the opportunity of successfully completing the subject and the course.

4.3.3. Procedures for managing students who have progressed unsatisfactorily

The Academic Administrator collates all grades at the end of semester and presents a list of students to the board that have been deemed as progressing unsatisfactorily as per definition. At each meeting of the Academic Board convened specifically for consideration and ratification of results, the Board shall consider the performance of all students who, in the course of that semester, have been deemed to have progressed unsatisfactorily.

The Head of School shall write to students who appear on the Academic Board's list of students who have performed unsatisfactorily. In doing so, the Head of School shall invite those students in writing to show cause as to why:

- Their unsatisfactory progress should not be recorded on the student's academic record and, if they are overseas students, on PRISMS; and
- They should not be excluded from their course of study.

The Academic Board shall consider student's responses to the show cause request and shall determine whether (a) the student's unsatisfactory progress should be recorded on the student's academic record and, where required, on PRISMS and (b) whether the student should be excluded from the course of study. In making those decisions, the Academic Board shall consider appropriately detailed documentary evidence that the student may provide of health problems or of unexpected events that are not part of the normal risk of academic

studies, employment, family or social life and are outside of the student's control to prevent or to overcome, and which have disrupted previously satisfactory work.

The Chair of the Academic Board shall provide the Head of School with lists of students:

- Whose progress was deemed unsatisfactory but whose unsatisfactory progress should not be recorded or result in exclusion from the course;
- Whose progress was deemed unsatisfactory but whose unsatisfactory progress should be recorded but not result in exclusion from the course; and
- Whose progress was deemed unsatisfactory and whose unsatisfactory progress should be recorded and result in exclusion from the course.

The Head of School shall write to the students on each list advising them of the outcome of the show cause action. In doing so, the Head of School shall draw the attention of those students to the procedures for appealing the Chair's decision.

Subject to no appeal being received or following the outcome of an appeal against the decision, the Head of School shall cause the decision to be enacted as per the instructions of the Academic Board.

4.4. Students at Risk

4.4.1. Purpose

This provides a framework to support students to be successful in a supportive teaching and learning environment. It sets out the processes for routine monitoring and identification of students at academic risk, and how interventions will support students to succeed. The Institute will encourage students to be responsible for their own learning, whilst providing supports for those students who are not progressing or performing well in their studies.

4.4.2. Objectives

Staff of the Institute and students themselves are responsible for ensuring that students achieve satisfactory academic progress. The Institute will ensure that it applies this policy in a manner that is equitable, consistent, procedurally fair, respectful of privacy and confidentiality, timely and effective.

The Institute is committed to:

- Identifying students at risk of unsatisfactory progress as early as possible
- Regularly advising students of academic progression requirements
- Monitoring student progress so that intervention strategies can be initiated
- Alerting students that they are not meeting academic progression requirements
- Providing support to students to enable them to achieve academic outcomes and to progress through the course to graduation

Students are responsible for:

- Undertaking good study habits to achieve learning outcomes
- Observing subject pre-requisites and course rules to ensure that they have sufficient prior knowledge to successfully complete subjects
- Attending classes
- Submitting assessment by due dates
- Notifying staff and seeking help if extenuating circumstances arise

The Institute is committed to the following principles that underpin this policy.

4.4.3. Identification

The Institute is committed to ensure that there are systems in place to ensure that students at academic risk are identified at all stages of their studies, including prior to enrolment. Staff will monitor students at various stages:

- Prior to enrolment to ensure that entry level knowledge is sufficient to successfully complete the course, including English language ability
- During semester at each assessment and at the end of each semester, to identify that students are achieving satisfactory results
- At the end of each calendar year to ensure progress milestones are achieved

4.4.4. Intervention

The Institute will have interventions strategies if students are identified as being at academic risk. These interventions will be relevant for the issue identified so that effective and timely support can be offered.

4.4.5. Supports

The Institute will provide support to students to enable satisfactory academic progression to complete the course of study. Students will be supported by:

- Assistance with English language, both written and oral
- Study skills
- Personal counseling
- Submit drafts of assessments
- Meet informally with subject lecturer on a regular basis

4.4.6. Counseling

Where students have been identified as at academic risk, students will be contacted and counseling will be offered. Students will be advised of supports available and the consequences of continued unsatisfactory progress.

4.4.7. Information

The Institute will ensure that information is available to students in a variety of formats to ensure that students are aware of course requirements and what is expected to satisfactorily progress through the course. Students will be provided with information that will outline the consequences of unsatisfactory progress.

4.4.8. Implementation

The following principles will apply to implement this policy.

Pre-enrolment assessment

Students will be assessed prior to enrolment to ensure they have the necessary pre-requisites to successfully complete the course, including English language ability. Students will be subject to an interview process and assessed on a case-by-case basis. In the following circumstances, students will be permitted to enroll, but will be identified as at academic risk, and will therefore be placed on the Students at Academic Risk Register:

- Not met the course specific entry requirements and will be placed on probation
- Advised of special learning needs or assistance

Monitoring progress

It is the responsibility of the main lecturer, Course Coordinator and Head of School to monitor the progress of each student in their relevant subjects of study. This will include attendance at lectures, tutorials and other classes; and satisfactory completion of assessment throughout each semester.

Criteria for unsatisfactory progress

A student is deemed at risk of making unsatisfactory academic progress in a course if:

- They fail an assessment
- They fail a subject
- They fail an assessment or subject more than once
- Their grade point average falls below 4.0
- They do not meet attendance requirements
- They will not complete the course within the maximum timeframe specified

Notification

Students will be notified verbally and in writing, as soon as they meet one of the risk criteria outlined above. The notification will advise that the student must meet with the Course Coordinator and outline options available to the student. If a student continues to make unsatisfactory progress, they may be asked to show cause why they should not be excluded from the course.

Intervention

The following supports/intervention strategies will be considered on a case-by-case basis, and may form part of a student's Course Plan:

- Reduction in course load
- Assistance with academic or learning skills
- Assistance with English language
- Assistance with personal issues, via options to contact external counselors
- Mentoring by academic staff
- Change in course pattern progression
- Change in course

Course Plan

A Course Plan may be considered necessary for a student at academic risk, and if so, will be developed based on the intervention strategy negotiated in consultation with the student.

Academic Board

At the end of each semester an Examiners' Meeting is held. Students who have been identified as at academic risk during the semester or at the end of the semester will have their results reviewed at this meeting. The Academic Board will be notified of students on the Students at Academic Risk Register together with details of any supports offered and provided to the student. Students with continued unsatisfactory progress may be required to meet with the Academic Board or other personnel to explain their circumstances. The student

may be asked to submit a letter in support of their circumstances and any evidence for the Academic Board's consideration.

Academic Probation

The Academic Board may, after considering the student's circumstances and evidence, decide to place the student on academic probation. The student will be advised in writing of the details of the probation, the probationary period and the consequences of failing to meet the probation requirements, which may be exclusion from the course.

Appeal

Students who have been excluded from their course of study may appeal to the Academic Board for a review of the decision. The student may ask for a review of the decision based on the same information, or provide additional information and new evidence for consideration.

If the student is not satisfied with the outcome of the appeal to the Academic Board, the student may appeal to the Board of Directors. If the student is not satisfied with the decision of the Board of Directors, then the student may contact an external authority such as the state Ombudsman for a review of the decision.

At each stage of the appeal process, the relevant decision-maker must provide their decision to the student in writing within 14 days.

Re-admission after exclusion

A student who has been excluded from an academic course may apply for re-admission to that course or another course in accord with the Institute's Admissions Policy.

Extensions, Resubmissions, Special Consideration and Supplementary Assessments

Applications for extensions, resubmissions, special consideration and supplementary assessments must be made on the relevant form and submitted by the due dates noted on the form. Applications should only be made in exceptional circumstances as outlined on each form, and usually in advance of the assessment due date. Special consideration may be granted by the Head of School, if the circumstances are considered to be outside of the control of the student.

Approval of applications for extension of assessment (not examinations) may be made by the lecturer; other approvals are to be made by the Head of School or Board of Studies (particularly in complex situations that sit outside of the standard approval requirements), and will only be granted if the reasons are clearly outside the control of the student.

4.5. Supplementary Assessment

For this purposes of this policy, supplementary assessment refers to a new assessment item administered to student at the discretion of the Head of School to enable the student to successfully complete a subject and demonstrate achievement of its learning outcomes.

Supplementary assessment can only be offered to a student that has:

- Submitted all assessment items for the subject
- Has achieved less than 50% of marks for the subject
- Is deemed to have received a borderline grade
- Has undertaken supplementary assessment in no more than 4 subjects throughout the course

If a student meets these conditions, the Head of School is able to allow the student to undertake a supplementary assessment. A supplementary assessment item can only be attempted once.

The supplementary assessment item is limited to assessment items that have been failed by the student. The supplementary assessment is designed to assess the learning outcomes for the subject to the same level of difficulty as the original failed assessment. If a student receives greater than 50% of the mark for the supplementary assessment, they can receive a grade no higher than 4, or Pass. If a student fails the supplementary assessment, the original mark given will remain.

A student that has received a Pass mark as a result of successfully completing a supplementary assessment shall have the code "SUP" recorded on their academic record.

4.6. Special Considerations/Circumstances

4.6.1. Special Examinations

A student who has been prevented through circumstances which may include, illness or an unexpected event that are not part of the normal risk of academic studies, employment, family or social life and are outside of the student's control to prevent or to overcome, and which have disrupted previously satisfactory work from attending or satisfactorily completing an examination, may at the discretion of the Head of School, be granted a special examination.

- To be eligible for a special examination, a student generally must have:
 - Sat for all class tests in that subject;
 - Submitted all required assignment work;
 - A satisfactory attendance record in that subject (above 80% for all lectures and tutorials); and
 - Lodged a written explanation with supporting documentary evidence, as prescribed above.
- Students shall be advised in writing of the Head of School's decision and the reason for it and may appeal against that decision to the Academic Board.

4.6.2. Special Extensions of Time for Assignments and Tests Beyond the Due Date

A candidate who has been prevented through circumstances which may include illness or unexpected events that are not part of the normal risk of academic studies, employment, family or social life and are outside of the student's control to prevent or to overcome, and which have disrupted previously satisfactory work from completing required course work prior to the relevant examination period, may request a special extension of time.

Requests, together with supporting documentation, shall be lodged with the Head of School.

No requests for extensions of time received after the submission due date of the assessment will be considered under any circumstances.

The Head of School shall consider the request. Students shall be advised in writing of the Head of School's decision and the reason for it and may appeal against that decision to the Academic Board.

4.6.3. Special Considerations

A candidate, who believes that his or her performance during the relevant semester has been adversely affected by continuing medical, social or similar problems, may lodge a request for special consideration, to be considered by the Head of School.

Requests, specifying the basis for special consideration and with supporting documentation attached, are to be lodged with the Head of School.

Students shall be advised in writing of the decision and the reason for it and may appeal against that decision to the Academic Board.

4.6.4. Applying for Special Considerations/Extensions

Students applying for special considerations or extensions as per sections 4.6.1, 4.6.2 or 4.6.3 must follow the following procedure and submit the appropriate documentation outline below.

When making a claim, students must provide independent supporting documents with their application to demonstrate special circumstances. Students need to provide different types of documents depending on what their special circumstances are. These include:

- Health Conditions
- Family or personal circumstances
- Employment-related circumstances
- Unavoidable commitments

4.6.5. Documentation Required

Health Conditions

Students must provide a certificate or letter from a registered health practitioner, stating:

- the date(s) the practitioner examined the student
- the nature, severity and duration of the complaint (where appropriate)
- that, in the practitioner's opinion, the student wasn't fit to study or sit an exam on the relevant date (dates must be specified)
- the health practitioner's name, contact details, provider number and signature.

A statement that the student was suffering from a 'medical condition' without supporting comments from the practitioner on the effect of the complaint will not be sufficient.

Certificates provided must be dated within the timeframe of the teaching period for which the student is applying. Retrospective certificates will only be accepted where the issuing practitioner provides a dated history of the student's treatment.

JMI won't accept an application if the certificate or letter does not comply with these requirements. If it doesn't comply, students will need to submit a new medical certificate or letter before JMI will process the application.

Family or personal circumstances

Students may be able to claim special circumstances if family or personal circumstances beyond their control have arisen or become apparent, and make it unreasonable for them to meet the requirements of the subject/course.

Family or personal circumstances include:

- death or serious illness of a close family member or friend
- significant medical problems within the family

- family or relationship breakdown
- severe disruption to domestic arrangements
- being victim of a crime or accident
- collapse of a family business which is severe enough to require personal attention or unreasonable to expect the student to commence or continue studies.

Depending on the nature of the circumstances, supporting evidence may include a medical certificate or letter from a counsellor, doctor or police officer.

The supporting documentation must contain the name, date and contact details of the person providing the evidence. It should also demonstrate the impact these circumstances have had on the student's ability to complete their studies.

Employment-related circumstances

Students may be able to claim employment related special circumstances if their employment status or arrangements have changed to make it unreasonable to expect them to continue studying.

Employment-related circumstances may include:

- transfer to another city or country
- substantial changes to their employment such as unexpected increase in responsibility and work hours.

Sudden and unplanned travel for work that's beyond a student's control may be considered for an assignment extension or deferred exam.

Applying for and being appointed to a new position will not be grounds for employment related applications as these are normally circumstances within the student's control.

Students need to provide a signed and dated statement from their employer on official company letterhead stating:

- the date employment began or the conditions of employment changed
- how this affects the student's study.

Unavoidable commitments

Students may be able to claim special circumstances for unavoidable commitments in very limited cases. These are:

- jury duty or other court appearances
- sporting events where the student has been selected to represent at a state, national or international event
- significant cultural commitments
- military reserve emergency service
- State Emergency Service callout in the event of an emergency.

Students will need to provide a signed and dated statement on official letterhead from an appropriate representative of the organisation stating:

- the date of the jury duty, court appearance, sporting or cultural event, or emergency service
- how this affects their study
- why these commitments were not foreseen particularly in relation to sporting and cultural commitments.

4.7. Academic Misconduct

JMI is committed to upholding the highest standards of academic integrity. The Institute views with greatest concern the action of students who act dishonestly or improperly in connection with their academic work. In the course of their study with JMI, students shall not infringe copyright laws (refer to *Copyright Guide* p.23).

4.7.1.Plagiarism

Plagiarism, cheating, and falsification of data are dishonest practices that contravene academic values of respect for knowledge, scholarship and scholars. These practices devalue the quality of learning, both for the individual and for others enrolled in the subject. They constitute academic misconduct as such. Academic misconduct also involves consciously acting in a manner that would assist another student to commit plagiarism or acting in an inappropriate manner to obtain information with the intent to plagiarise.

Plagiarism

This refers to the reproduction of someone else's words, ideas or findings and presenting them as your own ideas without proper acknowledgement and includes:

- Direct copying or paraphrasing from someone else's published work (either electronic or hard copy) without acknowledging the source
- Using facts, information and ideas derived from a source without acknowledgement
- Assisting another person to commit an act of plagiarism
- Submit a paper to be graded or reviewed that you have not written on your own.
- Copy answers or text from another classmate and submit it as your own.
- Quote or paraphrase from another paper without crediting the original author.
- Cite data without crediting the original source.
- 'Reworking' data from another source (such as another student's lab results) without acknowledgement or to pass it off as your work.
- Propose another author's idea as if it were your own.
- Fabricating references or using incorrect references.
- Submitting someone else's presentation, program, spreadsheet, or other file with only minor alterations.

4.7.2.Examination Misconduct

Students are expected to familiarise themselves with the Student Code of Conduct prior to sitting an examination. Students who breach the Code may be asked to leave the examination room and may be subject to disciplinary action.

Candidates are permitted normal writing implements (pens, pencils, erasers, rulers, etc.) during an examination, but no written materials, books, notepaper, calculator, computer, etc, are permitted unless this is specifically stated on the first page of the examination paper.

Among items specifically prohibited in all examinations are radios and mobile phones.

Candidates may bring modest quantities of bottled or canned drinks and small snack items into the examination room, but substantial food items are not permitted.

All bags and prohibited items should be left in the examination room near the entrance, to be collected when the candidate leaves. All candidates must leave their student ID cards on their desks until their names have been checked off. No candidate will be permitted to enter the examination more than 30 minutes after the commencement of the examination.

No candidate will be permitted to leave the examination room during the first 30 or last 15 minutes of an examination. Candidates are expected to behave with due consideration for others sitting examinations at the same time. There should be no communication between

candidates. Candidates who wish to talk to a supervisor should raise their hand and remain seated.

Candidates are advised that toilet breaks will be permitted only under reasonable supervision. (Supervision schedules will be arranged so that a second supervisor is available in each venue from time to time.)

At the completion of the examination, candidates should remain seated until the supervisor confirms that all scripts have been collected.

4.7.3. Penalties for committing Academic Misconduct

Alleged cases of academic misconduct, including plagiarism and/or infringement of copyright law, by students enrolled in JMI shall be referred to the Academic Board.

The available penalties may include one or more of the following:

1. A reduction in the marks allocated to the relevant assessment component.
2. A Unit/Module fail, with the option to re-enroll at a future date.
3. Exclusion from a Course with the option to re-enroll at a future date.
4. Withdrawal of an awarded degree or diploma.
5. Requirement to undertake another form of examination which has improved integrity.

The Academic Board or its committee shall hear the evidence of the alleged misconduct. If misconduct is proved, based on its seriousness, the Board shall decide to either (a) require the student to resubmit the work with appropriate revisions, or (b) fail the piece of assessment with which the misconduct was associated, or (c) fail the student in the subject of study with which the conduct was associated or (d) exclude the student from the course.

The Academic Board or its committee, within 3 working days of considering the matter, shall notify the student of its decision.

Decisions on allegations of academic misconduct made by an Academic Board committee shall be reported to the next full Board meeting for minuting.

Students who are aggrieved by the Academic Board's decision may lodge an appeal against the decision to the Board of Directors.

4.7.4. Identification of Plagiarism/Academic Misconduct

The following processes will be used by assessors to identify any instances of plagiarism or academic misconduct.

Assessor-led Plagiarism Checking – Risk Managed

When marking assessments, assessors will risk manage any obvious instances of plagiarism between works submitted for the same assessment item. This will involve identifying instances where assignments are very similar. When an instance is identified, the teacher will inform the Head of School and have both assignments double-checked. If both assignments are seen to be so similar that they have been plagiarised, the Head of School will enforce the process for penalties for academic misconduct as mentioned above.

Similarly, if an assessor notices a vastly higher level of work in an assessment that exceeds that student's capabilities, the assessor will undertake the following steps to ensure that the work is not plagiarised.

Random Google Searches

Assessors will use the Google search engine as another mode of identifying a plagiarised work. Assessors will randomly copy extracts of assignments and paste into Google to see if work has been plagiarised from the internet. Any instances of plagiarism will be sent to the Head of School to enforce the process for academic misconduct penalties.

Compare Document – Microsoft Word

Assessors will use the “Compare Document” function of Microsoft Word to compare assessments and identify similarities in works that would constitute plagiarism. Any instances of plagiarism will be sent to the Head of School to enforce the process for academic misconduct penalties.

Transcription Assignments

Due to its nature, it can be quite difficult to see if a student has plagiarised a transcription in written format. Therefore, all transcriptions must be performed as well as notated in written form. This ensures that the student has learnt the transcription and has not plagiarised the written notation of the transcription.

4.8. Student Appeals

For the purposes of this policy, the following are procedures for students to appeal decisions made by academic teachers, Head of School, Board of Studies or Academic Board.

4.8.1. Appeals Against Grades

Where a student believes an error has been made or an injustice done in respect of a grade awarded in a subject, the student should first discuss the issue and seek a review of the grade with the relevant lecturer.

The members of staff involved should keep records of such discussions, including outcomes, for record keeping purposes. If this does not resolve the issue, then the following formal processes should occur:

- the student should submit a formal request for a remark to the lecturer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).
- If this does not resolve the issue, then the student may continue to proceed in accordance with the Students Grievance Handling Policy and Procedure.

5. Definitions

Academic Integrity

Demonstrating the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of coursework or research.

Academic Risk

Potentially not successfully progressing through a course of study and therefore not graduating from the course.

Assessment

A process used to determine student's achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

Assessment criteria

Specific student learning outcomes that are expected to be demonstrated in any particular assessment task.

Assessment Exemplars

Prime examples of what level of work constitutes a specific grade, such as the prime example of a Pass or Credit.

Assessment Moderation

The process for ensuring consistency of assessment marking across and within courses

Benchmarking

The process of reviewing materials against what another equivalent Institution is delivering to determine the equivalence and relevancy of standards between institutions

Course

A course or other set of units, *units of study/competency* or other defined work requirements, the completion of which makes the student eligible for the granting of an Award or other formal record of achievement by the Institute.

Cross-marking

The process whereby another lecturer or other academic personnel marks the same piece of assessment, without knowing the student or the mark given by the first lecturer. It is a method of determining equivalence of assessment outcomes.

Equivalence

The underlying principle for credit transfer is the assessment of equivalence with due regard to the similarity or difference of the education processes involved (including processes of delivery, teaching methodology and assessment).

Exclusion

This is the cancellation of a student's enrolment in a *course*. The student may re-apply for entry into a course after a period of twelve (12) months.

Learning outcomes

Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Moderation

A process of independent checking or verification by a properly qualified person or committee.

Natural Justice

The principles of *natural justice* that decision makers under this policy must follow can be broadly summarized as follows:

(a) All parties to the matter(s) in dispute, including respondent(s), shall have a right to be heard before a decision is made, including the right to respond to any statements or evidence that may prejudice their case.

(b) All relevant submissions, information and evidence to be considered by the decision-maker should be disclosed, where requested, to all parties to the complaint prior to the hearing. Matters that are not relevant shall not be taken into account by the decision-maker.

(c) The decision maker/s shall not be biased or appear to be biased (by a reasonable and informed bystander) nor have a vested interest or personal involvement in the matter being considered.

(d) In addition to these principles of *natural justice*, there should be no undue delay in responding to complaints or appeals and all parties to such matters under this policy shall have the right to a representative of their choice, other than a currently practicing solicitor or barrister (except in extraordinary circumstances at a hearing with the prior leave of the Chair)

Performance Standard/Criteria

A clearly articulated description of the level of attainment that acts as a stable reference point or recognised measure for the purposes of reaching a decision on the quality of a student's work.

Plagiarism

Using another person's ideas, designs, words or works without appropriate acknowledgement.

Progression Rules

means the progression rates and progression requirements approved by the Academic Board.

Special Consideration

Special consideration provisions in these procedures may allow a student to apply for supplementary assessment or some other form of consideration including a conceded pass in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

Unit

A *unit* of study, unit of competency, module or other similar component of a *course* that has an allocated identification code and is given a result which appears in a student's record.

Unsatisfactory Progress

Where a student fails to meet defined required minimum standards for progression in a *course* or fails to comply with a valid conditional enrolment agreement or other requirement, progress may be

deemed to be unsatisfactory. Information on minimum standards for progression in courses is contained in associated Procedures.

6. Related Policies and Procedures

- Admission Policy
- Teaching and Learning Policy
- Student Grievance Handling Policy and Procedures
- Fairness Procedures
- Recognition of Prior Learning Policy
- Code of Conduct Policy

7. Review

Three years from commencement.

8. Accountability

The Head of School and Academic Board are responsible for review and approval of this policy. Implementation is to be carried out by all academic teaching staff under the leadership of relevant Course Coordinator.

The policy is to be implemented via induction and training of staff and distribution to students and the Institute's community via the website and other publications.

Performance will be monitored against the following:

- Student retention rates
- Student grade distribution
- Student progression
- Student satisfaction
- Graduate destination
- Employer satisfaction

9. Version Control

| | | | |
|--------------------|--------------------|-----------------------|--------------------------|
| Document | Assessment Policy | Author | JMI Executive Management |
| Approver | JMI Academic Board | Approved | 11 July 2018 |
| Version No. | 4 | | |
| Reviewer | JMI Academic Board | Due for Review | July 2021 |