

## **TAFE NSW HIGHER EDUCATION ASSESSMENT PROCEDURE**

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## **1. Document history and details**

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## **2. Introduction**

2.1 This procedure outlines the framework and processes by which learning is assessed and the integrity of assessment practices across all aspects of a TAFE NSW Higher Education course is assured.

2.2 Assessment is the process of collecting evidence and making judgements on whether the student has fulfilled the subject learning outcomes.

2.3 This procedure ensures assessment conducted at TAFE NSW Higher Education:

- is valid, reliable, consistent and equitable;
- is consistent with the maintenance of academic standards and rigour of TAFE NSW Higher Education; and
- enables students to demonstrate that they have fulfilled the learning outcomes of the subject;
- is conducive to students attaining optimum subject outcomes and intellectual development;
- provides reasonable adjustment for students with disabilities who undertake assessments, while maintaining the integrity of such assessment.

2.4 Implementation of this procedure requires the following activities and practices:

- developing and using Subject Guides;
- meeting the range of student needs in assessment including students' use of bilingual dictionaries, the provision of reasonable adjustment for students with disabilities and other specified needs;
- reviewing, recording and reporting results, late and resubmitted assessment, awarding grades and the use of result and grade codes; and
- concessional examinations.

## **3. Audience and applicability**

3.1 This procedure applies to:

- all subjects within a TAFE NSW Higher Education course of study;
- all TAFE NSW Higher Education academic staff - permanent or casual; and
- all students enrolled in a TAFE NSW Higher Education course of study.

#### 4. Definitions

<b>Term</b>	<b>Definition</b>
<b>Academic staff</b>	Dean of Higher Education, Course Coordinators, Teachers
<b>Course Coordinator</b>	The academic manager of a TAFE NSW Higher Education course, who has overall responsibility for course and student management at the delivering campus.
<b>Dean of Higher Education</b>	Responsible for overseeing and reporting to the Higher Education Academic Council on a range of TAFE NSW Higher Education academic matters, student management, course implementation and professional development of staff.
<b>GPA</b>	Grade Point Average. Refer Section 10.
<b>Higher Education Academic Council</b>	Responsible for academic governance of TAFE NSW Higher Education to allow educational objectives to be achieved.
<b>LMS</b>	The Learning Management System, such as Moodle, is the online method of distributing learner resources, assessment information and teacher communications to students.
<b>Must pass assessments / events</b>	Identified assessment tasks that a student must pass in order to be eligible for a pass in the subject, irrespective of their performance in other assessment events. Failure of a must pass assessment task will result in failure of the subject.
<b>Reasonable Adjustment</b>	Any approved modification or allowance made in the context of assessment, to accommodate the needs of a student with a disability, which allows the student to participate equitably in assessment requirements and to demonstrate required skills and knowledge, without diminishing those assessment requirements
<b>Results Review Committee</b>	Committee responsible for the review of student results and the approval of the results for publication.
<b>Senior Manager, Higher Education Quality</b>	Overall responsibility for TAFE NSW Higher Education programs and point of contact between TAFE NSW and TEQSA.
<b>Smart Device</b>	Any gadget or electronic device capable of storing, transmitting, receiving or displaying digital information, including but not limited to mobile phones, smart phones, iPads, tablets, smart glasses, smart watches cameras, mobile/wireless earpieces.
<b>Student Management System</b>	The digital system used by TAFE NSW to manage student records including student enrolment, academic progress and course completion documentation. Often referred to as SMS.
<b>TAFE NSW Higher Education</b>	TAFE NSW Higher Education is the registered trading name of the Technical and Further Education Commission as a higher education provider.
<b>Teaching and Learning Committee</b>	The Teaching and Learning Committee (TLC) monitors the implementation of a TAFE NSW Higher Education course to ensure quality and consistency of teaching and learning across all delivery locations.

## 5. Principles

5.1 Assessment is a fundamental part of the teaching and learning process and supports and promotes positive student learning outcomes and enhances teaching practice.

5.2 Assessment is based on a criterion and standards-based approach. Criteria must be identified and performance standards described to ensure students understand the performance requirements for each assessment task.

5.3 Assessment design and processes will be valid, reliable, consistent and equitable.

Valid - An appropriate number and range of assessment events will be used to reflect an accurate measure of the learning outcomes.

Reliable - Assessment events will be continually reviewed and updated to ensure the relevance of the events and assessment evidence and allow for accurate assessment of the student in meeting the subject outcomes.

Consistent - Assessments are moderated, validated and benchmarked across TAFE NSW Higher Education and within each discipline. Detailed criteria and standards for each assessment task are based on criteria published in the Subject Guide. The process of moderated and validated assessment ensures there is consistency of assessment approach and outcomes, and that assessments (methods, tools/instruments) assess what they intend to assess.

Equitable - All assessment events delivered by TAFE NSW Higher Education consider the needs of individual candidates and are subject to the TAFE NSW Reasonable Adjustment for Students with Disabilities Undertaking Assessment Guidelines.

5.4 Result Review Committees will review all student results at the end of each semester and address anomalies. Academic staff review student results and assessment efficacy and take corrective action where necessary. This process is in line with the TAFE NSW Higher Education Course Design and Development Procedure and the Course Management, Evaluation and Review Procedure and ensures validity, reliability, consistency and equity in assessment.

5.5 Students are provided with Subject Guides and supporting information relevant to assessment within the first week of the delivery of the subject.

5.6 It is a student's responsibility to ensure they are aware of all requirements of the assessment task and any concerns regarding the fulfillment of the task should be raised with the teacher in a timely manner. This may occur at the time of the receipt of the assessment task or by way of an arranged consultation with academic staff.

5.7 Where possible, the maximum number of assessments in any subject (including examinations) should be three.

5.8 Where considered appropriate, an early low stakes diagnostic assessment should be conducted in a subject to assist staff to identify students needing academic support to facilitate learning and progression.

5.9 The weighting of individual assessment events will be published in subject guides as a specific percentage, with all subject assessments adding up to a total of 100% for the subject.

5.10 Where appropriate, students will be provided with grading criteria and a grading rubric for each assessment event.

5.11 Students will receive constructive and timely feedback on completed assessment tasks to assist them to consolidate their understanding of the subject, identify their strengths and, where necessary, constructively address areas requiring improvement.

5.12 Within the context of the subject learning outcomes, academic staff have discretion in awarding marks based on interpretation of the criteria and standards of the assessment event

for the subject. Teachers are provided with professional development opportunities to ensure a shared understanding of assessment criteria is developed.

- 5.13 Judgements are based on criteria which define the different levels of achievement. Curriculum documentation specifies established criteria and standards of achievement so that assessors may make valid decisions.
- 5.14 Timetabling of assessment events is fair and manageable to ensure:
- students have a reasonable timeframe in which to complete the assessment; and
  - academic staff have a reasonable timeframe in which to mark and respond to the assessment; and
  - assessment across subjects in the same course is scheduled to take into consideration competing student demands.
- 5.15 Teachers will require approval from the Course Coordinator before an assessment event is changed from that published in the Subject Guide. Students will receive the amended assessment in the first week of the commencement of the subject.
- 5.16 All student assessment submissions must comply with the Subject Guide. For example, requirements may include all or some of the following: cover page; contents page; bibliography; use of a referencing system. The student assessment submission must follow the specified format, word count and/or page length outlined in the Subject Guide. Failure to comply with submission criteria may result in loss of marks.
- 5.17 Students found to have committed academic misconduct will be managed, and where appropriate penalised, in accordance with the TAFE NSW Higher Education Academic Integrity Procedure.

## **6. Assessment design**

- 6.1 Assessment methods are to be appropriate for the outcomes being assessed.
- 6.2 The design of assessment events allows for the collection of evidence in a variety of ways.
- 6.3 Subject Guides provide clear guidelines about the boundaries within which flexibility is possible.
- 6.4 Assessment is assumption-free with regard to:
- the delivery mode;
  - students' personal circumstances;
  - students' employment;
  - students' educational background;
  - students' cultural background;
  - students' religious background; and
  - gender.
- 6.5 Where appropriate, consultation occurs with enterprise/industry on the development of particular assessment strategies.
- 6.6 Students have the right to request a review of results which will be conducted in line with Section 15 below.
- 6.7 Teachers are given sufficient guidance in the exercise of their professional judgement.

6.8 Methods of assessment will include but are not be limited to:

- written examinations or tests;
- oral examinations or tests;
- online examinations or tests;
- take-home assignments;
- essays or other written assignments;
- seminar presentations;
- group projects;
- class participation, such as contribution to tutorial discussion;
- practical assignments, e.g. reports;
- online activities, including contribution to forums;
- field work; and
- portfolio and diary.

6.9 Subjects may have specific requirements which must be met, such as minimum achievement on specific assessment tasks or practicums, or individual events that must be passed in order for the student to be eligible for a pass in the subject as a whole. (See 11.8 below).

6.10 Assessing group work and marking individual participation in group projects is consistent and fair. Students will be advised on the marking regime for group work in the first week of the commencement of the subject.

## **7. Examinations**

7.1 Students must comply with the Examination Conduct Guidelines as attached at Appendix A.

7.2 Students may apply to sit a concessional examination if they have missed a final examination due to circumstances beyond their control.

7.3 Circumstances which can be considered when determining whether to grant a concessional examination may include a traumatic incident beyond the control of a student or a medical condition which occurs without forewarning and prevented the student from attending the examination. Traumatic incidents will include, but are not limited to:

- the death of close family members, or personal relations; or
- severe illness or personal injury to the student or close family members or personal relations; or
- natural disasters or other unforeseen events beyond the student's control such as fire, car accident.

7.4 It is TAFE NSW Higher Education policy to consider each case/application on an individual basis and to grant a concessional examination as warranted. This may include giving the student the opportunity to sit at the next scheduled examination or providing the student with a concessional examination.

7.5 A concessional examination may be provided outside the normal examination time. If the subject is run at one delivery site only, the concessional examination will be developed locally. If the subject is run at multiple delivery sites, the concessional examination will be developed centrally and must be run at a concurrent time at all delivery sites.

- 7.6 A student who wishes to apply for a concessional examination must:
- request permission in writing from the Course Coordinator to sit a concessional examination within 48 hours of the original missed examination using the *Student request for assessment resubmission, extension or special consideration form* which is available on the course LMS and
  - provide supporting documentary evidence outlining the reasons given for missing the original examination, eg: *Professional Practitioner Certificate* (TAFE NSW form).
- 7.7 Requests to sit a concessional exam not submitted within 48 hours will not be considered unless medical evidence is provided which indicates a request in that timeframe could not be made.
- 7.8 In consultation with the Dean of Higher Education, the Course Coordinator approves or rejects the student's request for a concessional examination and advises the student of the outcome of the request, including the location, date and time of the concessional examination.
- 7.9 All requests for concessional examinations must be recorded in the campus Student Issues Register and all documentation in relation to the request must be retained and filed.
- 7.10 Students cannot apply to sit a concessional examination if they have:
- failed the examination; and/or
  - if they believe that they performed poorly in the examination; and/or
  - missed the examination due to circumstances under their control; and/or
  - been found to have committed academic misconduct (eg: cheating) during the examination; and/or
  - fail to provide evidence or provide unsatisfactory evidence to support their claim for a concessional examination.
- 7.11 A student who has missed an examination, and is not deemed eligible for a concessional examination, will be awarded a mark of zero for the examination. If the examination is a 'must pass event', the student will receive a Fail result for the subject and will need to re-enrol in the subject. If the examination is not a 'must pass event', the student's results for all other events will be tallied and the student will be awarded a grade based on these tallied results.
- 7.12 Students may apply for special consideration of their examination result if they feel their performance in the examination was impacted by special circumstances such as a traumatic incident beyond the control of a student or a medical condition which occurs without forewarning.
- 7.13 Special circumstances which will be considered are as defined under Section 7.3 above.
- 7.14 Students who wish to apply for special consideration of their examination result must do so in writing within 48 hours of the original examination date using the *Student request for assessment resubmission, extension or special consideration form* which is available on the course LMS. The student must provide reasons and supporting documentation to justify the request.
- 7.15 Where the request is supported, the student's result will be reviewed in the context of other assessment results achieved in the subject and their assessment performance in the course overall.

## 8. Subject grading

TAFE NSW Higher Education will report achievement for each subject shown on the transcript of academic record through use of the following result codes.

<b>Grade</b>	<b>Mark range (where applicable)</b>	<b>Explanation of code</b>
<b>High Distinction</b>	85 – 100%	The student has demonstrated extensive knowledge, skills and applied analytical thought and has shown the ability to devise and integrate innovative ideas.
<b>Distinction</b>	75 to less than 85%	The student has demonstrated a high degree of appraisal, enquiry and evaluation with broad application of knowledge of theoretical concepts.
<b>Credit</b>	65 to less than 75%	The student has demonstrated a high level of knowledge and skills with the application of analytical thought to theoretical concepts.
<b>Pass</b>	50 to less than 65%	The student has demonstrated fundamental knowledge, skills, and attributes at a satisfactory level.
<b>Fail</b>	Less than 50%	The student has not satisfactorily demonstrated fundamental knowledge, skills and attributes in assessment tasks. OR Where the student has an overall mark for the subject at a passing level, but has not demonstrated satisfactory performance in an event deemed a 'must pass event', resulting in failure of the subject as a whole. 'Fail' is reported on the transcript of academic record. OR Where the student withdraws from the subject on or after the final assessment due date or end of subject examination date. 'Fail' is reported on the transcript of academic record.
<b>Withdrawn</b>		Where the student has engaged with subject content and has officially withdrawn from a subject after census date but before the final withdrawal date (refer Section 12). 'Withdrawn' is reported on the transcript of academic record.
<b>No Start</b>		Where the student has withdrawn before census date. No result for this subject is reported on the transcript of academic record.
<b>By advanced standing</b>		The student has achieved the outcomes of the subject through previous study or experience. 'By Advanced Standing' is reported on the transcript of academic record.

## 9. Course grading

9.1 TAFE NSW Higher Education will report achievement for each course based on the average result achieved across all subjects which contribute to the grading of the course.

9.2 Students will receive an ungraded course award if they have been granted advanced standing for more than 50% of the subjects in the course.



## **10. Grade Point Average (GPA)**

- 10.1 TAFE NSW Higher Education will also report student achievement for each course based on the average of grades achieved across all subjects contributing to the grading of the award. This is referred to as 'Grade Point Average' or 'GPA'.
- 10.2 GPA is a calculation of the average of all subject grades achieved in the course including Fail grades weighted against each subject's credit point value.
- 10.3 The following GPA values are applied to subject grades:
- High Distinction = 7 points
  - Distinction = 6 points
  - Credit = 5 points
  - Pass = 4 points
  - Fail = 0 points.
- 10.4 Subjects that a student has withdrawn from and/or been granted recognition of prior learning for are not included in the GPA calculation.
- 10.5 GPA to three decimal places is reported on the student's final transcript of academic record only.
- 10.6 Students can access a progressive GPA prediction in the Learner Portal.

## **11. Other considerations for assessment**

### **11.1 Reasonable adjustment and special cases**

- 11.1.1 All assessment events delivered by TAFE NSW Higher Education will be required to be adjusted where necessary, for students with disabilities in line with TAFE NSW Students with Disabilities Policy and Implementation Procedures.
- 11.1.2 The purpose of reasonable adjustment of assessment events for students with disabilities is to allow the student to participate equitably in assessment procedures and to demonstrate required skills and knowledge, whilst maintaining the integrity of the assessment.
- 11.1.3 Reasonable adjustment can be granted for disabilities, impairments and long term conditions as well as temporary disabilities for which supporting evidence such as a medical certificate will be required.
- 11.1.4 The type of reasonable adjustment provided to students will be determined on an individual basis and can vary from subject to subject.
- 11.1.5 A student who has been granted reasonable adjustment will be treated in the same way as other students undertaking assessments.
- 11.1.6 TAFE NSW Higher Education teachers and Course Coordinators must be familiar with the provisions of the TAFE NSW Students with Disabilities Policy and Implementation Procedures.

### **11.2 English language proficiency**

- 11.2.1 Where English language proficiency needs to be developed, students will be made aware through:
- inclusion of a suitable graduate attribute in the course outcomes;

- setting of English language entry requirements for admission; and
- use of grading criteria in specific assessment tasks.

11.2.2 Students who require English language support will be identified as 'students at academic risk' and supported as detailed in the TAFE NSW Higher Education Student Progression and Exclusion Procedure.

### **11.3 Resubmission of assessments**

11.3.1 Resubmission of assessments can take place:

- (i) if a student is aware of an error in the work handed in prior to the due date;
- (ii) when a teacher considers the original submission unsatisfactory, or
- (iii) where a student failed an assessment and is subsequently deemed 'at academic risk'.

11.3.2 In the case of 11.3.1(i), the student can resubmit the work prior to the original due date, without penalty.

11.3.3 In the case of 11.3.1(ii) and (iii) the decision to allow assessment resubmission will be at the discretion of the Course Coordinator and may take place after a review of results.

11.3.4 Students who are resubmitting as per 11.3.1(ii) and (iii) are only allowed one resubmission per assessment task.

11.3.5 Where a student has been granted the right to resubmit under 11.3.1(ii) and (iii), timeframes for resubmission will be at the discretion of the Course Coordinator and will consider all academic justifications including the length of the assessment, the amount of work required to meet the standard expected for the assessment and fairness to other students.

11.3.6 In the case of 11.3.1(ii) and (iii), a resubmitted assessment task can receive a maximum result of pass only.

### **11.4 Late submission of assessments and penalties incurred**

11.4.1 Assessment events that are due to be completed and submitted in-class must be submitted or completed on the due class date. Late submissions of these assessment types will not be marked unless the student has been granted the right to late submission (an approved extension), special consideration or has been asked by the teacher to resubmit in accordance with 11.3.1(ii) and (iii).

11.4.2 Assessment events not covered under 11.4.1, that are not submitted on the due date will attract a marking penalty of 5 per cent of the total marks for the assessment event for each day the assessment is late, to a maximum of 10 days, or a maximum result of 50 per cent. Assessments submitted later than 10 days after the due date will not be marked unless the student has an approved extension or has successfully applied for special consideration.

### **11.5 Extensions of time to submit assessments**

11.5.1 An extension of time to submit an assessment may be granted at the discretion of the Course Coordinator, as informed by Clauses 11.5.2 and 11.5.3. Extensions will not normally be granted after the submission date has passed, unless unforeseen factors have affected a student's ability to submit the assessment on time. Extensions for submission of assessments will normally be for no more than 5 days.

- 11.5.2 Students may request more than 5 days extension to submit an assessment, for reasons that are considered unavoidable or for unforeseen interruptions to study or special circumstances impinging on their ability to submit work by the due date.
- 11.5.3 Special circumstances which will be considered are as defined under Section 7.3 above.
- 11.5.4 Reasons such as computer failure, work commitments or other time management issues will not be accepted as valid and extensions will not be granted.
- 11.5.5 Students who wish to apply for an approved extension must do so in writing using the *Student Request for Assessment Resubmission, Extension or Special Consideration form* which is available on the course LMS. The student must provide reasons and supporting documentation to justify the request.
- 11.5.6 Applications for an approved extension, must include supporting documentation, and must be submitted to and approved by the Course Coordinator before the original submission date has passed.

### **11.6 Special consideration**

- 11.6.1 A student may be eligible for special consideration where circumstances beyond a student's control, such as illness or injury, have significantly affected academic performance in an assessment task.
- 11.6.2 Students who wish to apply for special consideration must do so in writing as soon as possible, using the *Student Request for Assessment Resubmission, Extension or Special Consideration form* which is available on the course LMS. The student must provide reasons to justify the request.
- 11.6.3 Students who wish to apply for special consideration of an exam result must do so in accordance with Sections 7.12 to 7.15 above.
- 11.6.4 Applications for special consideration, must include supporting documentation, and must be submitted to and approved by the Course Coordinator before the original submission date has passed.

### **11.7 Borderline results**

- 11.7.1 A review of borderline results is necessary to ensure consistent and valid outcomes of assessment.
- 11.7.2 If a student fails a subject by 3 per cent or less of the overall pass mark required for that subject, the Course Coordinator, during the result review process as per Section 13.1 below, may make a grade adjustment up to a pass grade. In awarding a pass, consideration would be given to criteria such as attendance, class participation or other relevant information.
- 11.7.3 Particular care needs to be taken where students who marginally fail a subject are being reviewed, to ensure they have demonstrated evidence of having achieved all subject learning outcomes, thus justifying the grade adjustment to a pass grade.
- 11.7.4 In considering borderline fails and weighing up the evidence of achievement, questions that need to be considered include the following:
  - Are there any special circumstances relating to the student that may need to be considered in determining the appropriate outcome of the review?
  - How critical is the subject to successful performance and/or future progression in the course?

- Should the student be offered the opportunity to provide additional evidence?
- 11.7.5 Processes undertaken to review borderline fails must be noted against the student's record in the Student Management System describing the reason for the change to the result.
- 11.7.6 If a student records a Pass, Credit or Distinction result for a subject and their mark is within one percentage point of the next higher grade, the Course Coordinator, during the result review process as per Section 13.1 below, may make a marks adjustment up to a the next grade. In reviewing the grade, consideration would be given to criteria such as attendance, class participation or other relevant information.

## 11.8 Must Pass events

- 11.8.1 Some assessment events are considered of such importance to the student's learning in the subject, that the individual event must be passed in order for the student to pass the subject, regardless of the student's performance in other assessment events.
- 11.8.2 The Subject Guide issued to students within the first week of the delivery will advise students which assessments events are 'must pass events'.
- 11.8.3 A student who fails a 'must pass event' will have a fail recorded for the subject, regardless of their performance in other assessment events in the subject.
- 11.8.4 A student who fails a 'must pass event' will have 'Fail' reported against the subject on the transcript of academic record.
- 11.8.5 'Must pass events' are subject to all other conditions and provisions in this procedure.
- 11.8.6 A student who fails a 'must pass event' but who has achieved 50% or over for the subject as a whole, can at the discretion of the Dean of Higher Education be provided with a supplementary assessment. Should the student pass the supplementary assessment, the maximum mark achievable for the whole subject will be 50%.

## 12. Withdrawing from a subject

- 12.1 Students who wish to withdraw from a subject or a course must complete a *TAFE NSW Higher Education Withdrawal Form* and submit it to the Course Coordinator.
- 12.2 Not turning up at class is not considered official notification of withdrawal.
- 12.3 Students who officially withdraw from a subject/s or course before or on census date:
- (i) will receive no academic penalty;
  - (ii) will not be liable for tuition fees for the subject/s for that semester;
  - (iii) will be recorded as a 'No Start' against the subject/s in their academic record;
  - (iv) will have no result reported for the subject/s on their transcript of academic record.
- 12.4 Students who officially withdraw from a subject or course after census date:
- (i) will be liable for tuition fees for the subject/s for that semester;
  - (ii) will be recorded as a 'Withdrawn' against the subject/s in their academic record;
  - (iii) will have a result of 'Withdrawn' reported against the subject/s on their transcript of academic record.

- 12.5 Students who officially withdraw within 21 days of the last day of the semester will have a Fail result recorded for the subject. The last day of the semester is indicated in the TAFE NSW Higher Education academic calendar.
- 12.6 Students who do not officially withdraw and/or fail to turn up to class will be awarded a subject grade based on all assessment tasks that have been submitted by the student. The following grades in accordance with Section 8.1 above may be awarded:
- Fail – the student has submitted a number, but not all, assessment tasks and has failed to reach an overall value of 50% for the subject.
  - Fail – the student has submitted and passed a number of assessment tasks but has failed to attend/complete a ‘must pass’ assessment event.
  - Pass grade or higher – the student has submitted sufficient assessment tasks which in total have achieved a result of 50% or higher for the subject.
- 12.7 Students who fail to turn up to class, but who have not officially withdrawn using the official TAFE NSW Higher Education Withdrawal Form, and who are awarded a Fail in accordance with Section 12.6 above, will be subject to the provisions of the TAFE NSW Higher Education Student Progression and Exclusion Procedure, in relation to satisfactory academic progress.
- 12.8 Students who fail to turn up to class, but who have not officially withdrawn using the official TAFE NSW Higher Education Withdrawal Form, will be subject to the provisions of the TAFE NSW Higher Education Tuition Fees, Payments, FEE-HELP, Refund and Review Policy and Procedures, in relation to tuition fees, refunds, and special circumstance provisions.
- 12.9 A student who is a ‘no-show’ for a full semester, and who has not responded to repeated attempts at contact by the Course Coordinator will have their enrolment cancelled, and a TAFE NSW Higher Education initiated withdrawal of the student will be actioned.

### **13. Approval and publication of results**

- 13.1 The Results Review Committee will sit at the end of each semester to:
- analyse results;
  - make decisions on student progression and other special considerations regarding results and/or assessments;
  - review course and assessment provision; and,
  - approve results prior to publication
- 13.2 The Dean of Higher Education will authorise the publication of results only after any identified issues, such as mark distribution irregularities, have been resolved and all campus results for courses delivered at more than one campus have been reviewed.
- 13.3 The Dean of Higher Education will present a report to the Higher Education Academic Council at the end of each year on the above.

### **14. Recording of assessment and providing feedback**

- 14.1 Assessment results and assessment feedback will be provided by the teacher to students who have submitted their assessment task on time, within 10 working days after the due date of the assessment task so that students have an opportunity to review and improve their learning before completing subsequent assessment tasks. Extensions may prevent feedback from being received by the student in time to be used in preparation for subsequent assessment tasks.
- 14.2 Feedback and results on individual assessment tasks will be provided progressively throughout the semester in accordance with each Subject Guide’s assessment schedule.

- 14.3 Final subject assessment results will be provided to students after all assessment results have been approved by the Results Review Committee.
- 14.4 Student results are recorded and stored securely in the TAFE NSW Student Management System.

## **15. Review of results**

- 15.1 Students may request a review of the marks awarded for an assessment or the results awarded for a subject. The student must provide valid and sufficient reasons to justify the request.
- 15.2 Students who wish to request an assessment review must do so in writing within two weeks of receiving the assessment result, using the *Student Request for Assessment Review form* which is available on the course LMS.
- 15.3 Should a formal review of a result be requested, and deemed to be justified, the Course Coordinator or their nominee will carry out the following actions, as appropriate:
- provide the student with appropriate information such as advice on how to proceed;
  - check that all relevant results have been accurately recorded at each stage, and correct any data entry errors in the addition, processing or recording of marks;
  - ensure that the assessment procedures have been applied appropriately and consistently;
  - consider an appropriate response in line with the circumstances of the case; in some circumstances, this response may be the provision of an opportunity to attempt an additional assessment event; or to have alternative evidence of achievement considered; or to resubmit the assessment as per Section 11.3 above.
  - ensure that the result awarded accurately reflects the level of achievement as indicated by the evidence.
  - record any changes to results and the reason for the change and ensure the Course Coordinator or their nominee signs the document;
  - submit an amended mark sheet or other relevant form in line with relevant procedures;
  - provide the student with a response in writing in line with relevant procedures; and,
  - provide the student with advice and counselling as to subsequent options as required.
- 15.4 The Course Coordinator or their nominee who conducted the review must document the outcome of the review, the reasons for the decision taken including any supporting evidence, and the recommendation made on the *Student Request for Assessment Review form* that was submitted by the student.
- 15.5 All requests for review of results and all documentation in relation to review of results must be retained and filed at the campus.

## **16. Further action**

- 16.1 If a student is unsatisfied with the outcome of the review of results or the outcome of an application to sit a concessional examination, they may lodge a complaint in accordance with the TAFE NSW Customer Complaints Policy.

## **17. Timeframes for holding student assessment materials**

- 17.1 TAFE NSW Higher Education campuses will keep copies of students' examination manuscripts for a period of 12 months from the date of the examination, unless a longer period has been prescribed for a particular course of study.
- 17.2 Marked student assessments not collected by students will be held by the TAFE NSW Higher Education campus for a period of 12 months from the date the assignment was due.

## **18. Assessment, moderation, validation and external review**

- 18.1 TAFE NSW Higher Education assessment practice is assured through its moderation, validation and external processes and procedures.
- 18.2 Assessment moderation is a process that aligns assessment judgements and standards. Its main goal is to ensure comparability of standards by reviewing assessor judgements; student results and where needed, making adjustments to assessor decisions.
- 18.3 Assessment validation is the process of ensuring that assessment tasks are aligned with and reflect subject learning outcomes; the format, content and criteria for assessment are set at an appropriate level; and the assessment tool is likely to produce valid and reliable, evidence for assessment. Validation activities involve a review of the assessment or examination paper and marking scheme or rubric.
- 18.4 External peer review of assessment is an activity conducted by an academic from another higher education institution to review assessment methods and grading of students' are aligned to the course and subject learning outcomes, and are comparable with those of similar subjects offered by other institutions.
- 18.5 In its approach to assessment moderation, validation and external review TAFE NSW Higher Education will employ the following in order to ensure assessments are reliable, valid, flexible and fair.
- 18.5.1 For subjects with multiple cohorts of students and multiple teachers, moderation of assessment must be conducted as part of the ongoing embedded practice of student assessment, prior to the end of semester review of results.
- 18.5.2 Moderation processes may include:
- use of moderation panels to review assessment results and instruments;
  - use of both statistical and consensus (peer / panel / professional) approaches;
  - applying a consistent approach to assessment moderation across subjects;
  - evaluating the quality and standards of assessment judgements, for example, rigour, severity and variations and differences in levels of difficulty of assessment tools /instruments; and,
  - establishing moderation benchmark models.
- 18.5.3 Where a moderation activity identifies a significant issue with an assessment tool and/or student results, the following protocol will be employed.
- The Course Coordinator informs the Dean of Higher Education TAFE NSW Higher Education of the issue.
  - The Course Coordinator and the Dean of Higher Education undertake an analysis of the issue to identify cause, risks, any necessary actions and/or solutions. The Course Coordinator and Dean of Higher Education manage the implementation of the required action.

- The Dean of Higher Education reports the issue and resolution to the next meeting of the Higher Education Academic Council.

18.5.4 Validation processes may include:

- validation before, during and after assessment (after is the most common form);
- evaluating the technical quality of assessment instruments;
- engaging in peer / professional conversations and networks, internally and externally;
- reviewing feedback from students and other relevant stakeholders; and,
- making recommendations for future improvements to assessment practices and tools.

18.5.5 The course coordinator or lead course coordinator, for courses delivered at multiple campuses, is responsible for ensuring that a minimum of three external peer review activities are conducted for a course during its period of accreditation.

18.6 The outcomes of assessment moderation, validation and external review include:

- aligned assessment to the curriculum, and where assessments (methods, tools, processes) actually assess what they intend, namely the specified subject outcomes;
- a consistent approach to assessment across delivery sites to achieve quality outcomes; and,
- use a diverse range of approaches, including online methods and tools.

18.7 The process encourages the use of feedback from students, industry, other higher education providers and appropriate professional groups to review and improve assessment practices and tools.

18.8 Whilst recognising staff expertise, TAFE NSW Higher Education assessment moderation, validation and benchmarking encourage collaboration among peers and with other higher education providers, industry, and other stakeholders to ensure quality of outcomes and standards in assessment practices.

## **19. Roles and responsibilities**

19.1 The Higher Education Academic Council has overall responsibility for approving assessment procedures and reviewing the development and reviewing of activity concerning the implementation of this procedure, e.g. assessment moderation, validation and benchmarking activities.

19.2 The Dean of Higher Education and Teaching and Learning Committees have overall responsibility for:

- the development and reviewing of assessment moderation, validation and benchmarking activities;
- monitoring and improving the quality of assessment; and,
- reviewing student results on a state-wide basis and addressing anomalies.

19.3 The Dean of Higher Education and Course Coordinator have overall responsibility for relevant staff compliance with this policy and for the training of academic staff in this procedure.

19.4 The Course Coordinator has overall responsibility for providing assessment information to TAFE NSW Higher Education staff and students.



19.5 All academic teaching staff have responsibility for:

- complying with the provisions of this procedure;
- ensuring that all assessment supports further development of assessment events, tools and instruments;
- reviewing, recording and reporting student results; and,
- information and strategies provided in the course of study and/or subject guide documentation, including that the information is current and written in 'plain English'.

19.6 Students have responsibility to:

- ensure their understanding of the assessment tasks, including academic, formatting and submission requirements; and,
- complete assessment tasks ensuring compliance to academic integrity and honesty.

19.7 This procedure does not replace or modify any other responsibilities which may arise under other higher education provider policies or under statute or any other law.

## **20. Related documents**

TAFE NSW Assessment Policy

TAFE NSW Customer Complaints Policy

TAFE NSW Higher Education Assessment Guidelines

TAFE NSW Higher Education Academic Integrity Policy and Procedure

TAFE NSW Higher Education Moderation of Assessment Guidelines

TAFE NSW Higher Education Student Progression and Exclusion Policy and Procedure

TAFE NSW Higher Education Tuition Fees, Payments, HELP, Refunds and Review Policy and Procedure

TAFE NSW Student Conduct and Discipline Policy and Procedure

TAFE NSW Students with Disabilities Policy and Implementation Procedure

## **21. Monitoring and evaluation of this procedure**

This procedure will be reviewed and updated regularly in line with the TAFE NSW Higher Education Quality Assurance and Continuous Improvement Framework.

## **22. Publication of this procedure**

The current version of this procedure is published on the TAFE NSW internet.

## **23. Approval**

The TAFE NSW Higher Education Academic Council approved this version of this procedure on 7 December 2023.

## **APPENDIX A: Examination Conduct Guidelines**

1. Students sitting examinations will be subject to TAFE NSW Higher Education Academic Integrity Policy and Procedure.
2. Students will be advised on what materials and tools can be brought to an examination. All unauthorised items will be confiscated prior to and for the duration of the examination.
3. Mobile phones and other devices must be turned off and left in students' bags during the examination. Any mobile phone or smart device found will be confiscated for the duration of the exam.
4. Prior to commencing a TAFE NSW Final Examination, a student is required to present their TAFE card to the Examination Supervisor as a visual means of identification.
5. Students must seek approval from the Course Coordinator before taking a bilingual dictionary into the examination.
6. In addition to the above, students will be subject to any other examination conduct rules and regulations as advised by their teachers, e.g. use of toilet facilities, etc. This may include but is not limited to the following.
  - a) All student bags to be placed at the front of the classroom.
  - b) Late arrivals – students arriving more than 30 minutes late for the examination will not be permitted to sit the examination.
  - c) Students are not permitted to leave the examination classroom during the final 30 minutes.
  - d) Talking during the examination is not permitted.
  - e) Where students have a query, they are to raise a hand for attention.
  - f) Students requiring toilet breaks during an exam will be accompanied by an exam supervisor to ensure academic integrity.
  - g) Any student found using a mobile phone, smart device or unauthorised notes will have the device and/or documents removed and their actions will be noted and reported to the course coordinator. The student will be awarded a zero mark for the examination. The student will not be eligible to request a concessional examination.
7. A student in breach of exam conduct guidelines, can at the discretion of the invigilator, be ejected from the examination room.