



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

Contents

Introduction	3
1. Assessment Principles and Requirements.....	5
1.1 Principles of student assessment.....	5
1.2 Requirements for coursework Programs.....	6
1.3 Communication of assessment requirements to students.....	8
1.4 Feedback to students.....	8
1.5 Examinations as an assessment technique.....	9
1.6 Management of assessment.....	9
2. Course Outline.....	11
2.1 Course Outline	11
3. Moderation.....	14
3.1 Moderation of assessment	14
4. Re-Marking and Re-Submission.....	15
4.1 Re-marking	15
4.2 Re-submission	16
4.3 Re-marking, re-submission and academic integrity	17
4.4 Re-mark/re-submission after final assessment	17
5. Examination Procedures.....	18
5.1 General procedures	18
5.2 Procedures during the examination	19
5.3 Procedures for leaving the examination room	20
5.4 Breaches of examination procedures	20
6. Variations to Assessments.....	21
6.1 Variations to assessment	21
6.2 Variations to examinations	22
6.3 Extension to complete an assessment task	22
6.4 Secondary assessments	23
6.5 Supplementary assessment or examination.....	23
6.6 Deferred assessment or examination.....	25
6.7 Special consideration	26
6.8 Unexpected or exceptional circumstances.....	28
6.9 Medical circumstances.....	29



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

6.10	Compassionate circumstances.....	29
6.11	Special circumstances	30
7.	Final Grades and Notations	31
7.1	Determination and approval of results.....	31
7.2	Interim notations	32
7.3	Grading schemes and the use of Non-Graded Pass / Fail (NGP /F).....	32
7.4	Final grades and notations.....	33
7.5	Calculation of the grade point average.....	34
7.6	Student appeals against final grades	34
8.	Academic Integrity.....	36
8.1	Academic integrity	36
8.2	Academic misconduct	36
8.3	Student responsibility	37
8.4	Staff responsibilities.....	37
8.5	Initial inquiry	38
8.6	Formal inquiry	39
8.7	Appeals.....	42
8.8	Recording information about academic misconduct.....	43
9.	Academic Review.....	45
9.1	Monitoring unsatisfactory progress.....	45
9.2	Procedures for the mid-year review of academic progress	45
9.3	Procedures for the end-of-year review of academic progress	47
9.4	Appealing against preclusion	48
10.	LCBA Appeals Committee.....	51
10.1	Grounds for appeal	51
10.2	Lodging an appeal	52
10.3	Appeals Committee membership	53
10.4	Appeals Committee procedures	53
10.5	Notification of decisions	54
10.6	Further avenues of appeal	54
11.	Definitions	56
12.	Summary of changes since last review.....	61

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

Introduction

The Assessment Policies and Procedures Manual (the Manual) prescribes the assessment policies and procedures that apply to postgraduate courses offered by Le Cordon Bleu Australia (LCBA).

The Manual applies to:

- postgraduate programs;
- academic misconduct and appeals against preclusion in postgraduate programs; and
- students studying in Australia and offshore.

The Manual is revised annually and published on the LCBA website. The Manual remains in effect for the calendar year.

Authority

The Academic Board (AB) and Corporate Board (CB) approves the Manual.

Roles and Responsibilities

Indications are made throughout the Manual of roles and responsibilities for the Master of International Hospitality Management.

Students of the Online Postgraduate Certificates should note that for matters relating to them, the Program Manager role will be enacted by the Dean of LCBA and the role of the Dean will be enacted by the Executive Dean of LCBA.

Specified Timelines

The Manual specifies timelines for academic and administrative procedures. Students in extenuating circumstances may be able to request an extension to specified timelines, but the full range of outcomes may not be available after those timelines have passed. Staff must advise students in writing if they change any specified timelines.

Communicating with Students

LCBA communicates with students primarily through the student learning management system (LMS) and student email accounts. Students are expected to check their email and the LMS regularly. LCBA deems a student to have received and read all emails sent to their student email address.

Storage and Disposal of Documents

Copies of all documents and correspondence with students relevant to the procedures in this Manual are to be retained on the student's file in a Student Services office. The student files are the central and only repositories of documentation about a student.

Further Information for Staff

For advice about applying this manual, staff should contact the Program Manager or the LCBA Dean. For assistance in interpreting this manual, staff should contact the Academic Registrar or the LCBA Dean.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

Further Information for Students

For further information or clarification about the policies and procedures in this manual, students should contact their local Student Services staff.

For assistance with an appeals process, students should contact their local Student Services administration office.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

1. Assessment Principles and Requirements

PURPOSE

This section prescribes the assessment principles and requirements at course and Program level, including assessment design and student workload.

If a student believes that the requirements in this section are not being complied with, they should discuss this with the relevant Program Manager.

RELEVANT TO

All students enrolled in postgraduate coursework Programs or single postgraduate Programs.

1.1 Principles of student assessment

1.1.1 Assessment plays an essential role in shaping student learning. Assessment practices should promote student engagement, support student learning and judge levels of performance.

1.1.2 Assessment is an integral component of course and Program design. Assessment tasks should be aligned with the objectives and teaching and learning arrangements of the course and the Program. Assessment across the courses within a Program should be coordinated to:

- ensure coverage and opportunities for students to achieve the learning outcomes for the Program;
- ensure coverage, development and achievement of the LCBA Graduate Qualities;
- ensure consistency in LCBA's expectation of workload across courses;
- spread assessment load and intensity across the study period (see clause 1.2.2);
- provide a variety of types of assessment (see clause 1.1.4)
- develop, support and monitor students' readiness to undertake more advanced course requirements and practice-based learning activities

1.1.3 The design of assessment tasks has a significant impact on student learning. Assessment design should provide students with the stimulus to learn in depth, apply their developing skills and knowledge in new situations, and challenge and change their ways of thinking and doing.

1.1.4 Assessment tasks should be diverse. Assessment practices should be inclusive and support equity and disability principles, catering for both individual and group diversity. All assessment models have limitations. A variety of assessment techniques should be used to minimise disadvantage. Inclusive language must be used to avoid gender, racial, cultural or other language bias.

1.1.5 Assessment should be used for both formative and summative purposes. Formative assessment helps students and staff to identify strengths, weaknesses, and ways to improve and enhance learning attainment. Summative assessment

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

provides information to judge the extent to which a student has achieved objectives relevant to the course learning outcomes and Graduate Qualities.

- 1.1.6 Good assessment requires clear articulation of purpose, requirements, standards and criteria. Assessment works best when students have a clear understanding of assessment expectations. Assessment criteria must be clear and explicit so that students know what is expected of them for each assessment task.
 - 1.1.7 Good assessment practice gives students timely feedback on their learning. Quality feedback is clear and constructive, and enables students to make sensible judgements about modifying aspects of their academic performance to meet course and Program objectives. Feedback should enable students to understand their level of development of the required skills, their mastery of the understandings embedded in the assessment activity, and how their performance in each domain could be improved in subsequent learning activities.
 - 1.1.8 Assessment methods must be valid, reliable and consistent. Quality assurance of assessment is an integral component of assessment design. Assessment methods and judgements should be regularly subjected to peer review, discussion and consensus. The setting and marking of assessment tasks should be subject to moderation processes to improve their validity and reliability. External benchmarking should be included where appropriate.
 - 1.1.9 Good assessment practices should promote ethical academic conduct. Ethical academic conduct is both a staff and student responsibility. Good assessment design can educate students about academic integrity, and minimise academic misconduct.
 - 1.1.10 Practice based learning assessment should recognise the importance of authentic experience. Assessment of student performance in practice-based learning activities should recognise the importance of authentic experience, and the integral role that authenticity plays in the students' learning and acquisition of graduate qualities.
- 1.2 Requirements for coursework Programs
 - 1.2.1 When planning teaching, learning and assessment activities, academic staff must take into consideration the total time that students will need to allocate to all major and related tasks required to engage with the course content and successfully achieve the desired course outcomes. This includes attendance at all face to face delivery components, participation in online activities, completion of assessment tasks, and self-directed, independent course related reading, research and reflection.
 - 1.2.2 Mapping assessment load and intensity across a Program is essential. Unless a specific variation is approved by the LCBA Dean and/or the Academic Board, Program Managers will monitor due dates for assessment tasks in core courses to ensure students are not unreasonably overloaded at any one time during a study period.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

1.2.3 For the purpose of this policy, assessment tasks that contribute to the final grade in the course are divided as follows:

- continuous assessment tasks occur within regularly scheduled class time (or equivalent time periods for online/external students) and do not require any additional preparation time beyond normal expectations for class participation. A course may include a number of these tasks during the study period. Collectively these are known as ‘a set of continuous assessment tasks’. Staff should avoid overusing continuous assessment tasks, especially in higher level courses.
- an assessment point occurs when students are asked to submit work at a specified point of time in the course, including end-of-course examinations where used. Tasks associated with assessment points require students to work beyond their regular contact and preparation time.
- additional assessment requirements (or ‘assessment hurdles’) are conditions for passing a course or assessment task other than the overall mark. They include, but are not limited to, achieving a specified outcome in a particular aspect of the course, or specified attendance requirements.

1.2.4 Unless a specific variation is approved by LCBA, the following requirements apply:

- all courses must have more than one summative assessment. The length, depth and complexity of each assessment task should reflect the course value of the course and be consistent with word count requirements below.
- a summative assessment may be worth no more than 70 percent of the final mark.
- there will be no more than three assessment points in any course, plus the option of one set of continuous assessment activities.
- all courses must provide students with early feedback on their progression towards course or program learning objectives.
- if an assessment based on group work exceeds 30 per cent of the total marks available for a course, individual contributions will also be assessed.
- students will be required to complete learning activities that are equivalent to no more than 6,000 words of assessed writing. This word count should be adjusted proportionately for less complex forms of writing such as journals and examination answers.
- if participation is assessed, it should be clear how it is related to course objectives and on what criteria it will be judged.
- all text-based assessment tasks should be submitted electronically using LCBA’s electronic assignment management system within the LMS (that is, Turnitin). Provisions must be made for students who do not have access to electronic communication.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- these requirements apply to courses where assessment is principally text-based. In courses where assessment is of a different kind, the requirements should be adjusted, but aim to be equivalent in complexity and workload. This requires being aware of the workload involved (for example, in group work, or the creation and development of a performance) and the degree of intellectual independence and creativity required.

1.3 Communication of assessment requirements to students

The Course Outline explains the expectations of each assessment task, its relationship to LCBA's Graduate Qualities, and the criteria and standards by which performance will be judged.

1.4 Feedback to students

1.4.1 Feedback is one of the most important aspects of the learning process. It enables students to make timely and informed judgements about their performance, so that subsequent assessment can be undertaken with improved likelihood of success.

1.4.2 Feedback can be provided in a variety of ways, including:

- model answers to questions;
- verbal comments to individuals and/or a class;
- comments via email and/or online forums, to individuals and/or a class;
- comments on presentations and participation in class discussions;
- preliminary discussion about an assessment task;
- written feedback on drafts of an assessment task;
- written comments on feedback forms;
- via LCBA's electronic assignment management system within the LMS.

1.4.3 Each student who has contributed to a group assessment task which exceeds 30 per cent of the total marks available for a course will receive individual written feedback.

1.4.4 Feedback on assessment tasks for internal students will normally be provided within ten working days, but no longer than 15 working days following the deadline for submission of the assessment task. For students located outside of Australia, feedback will be provided within 15 working days.

1.4.5 If a subsequent assessment task builds on earlier assessment tasks, the earlier assessment task will be returned at least ten working days before the deadline for submission of the later assessment task (or equivalent for intensive teaching).

1.4.6 Feedback for summative assessment will be provided via the electronic assignment management system within the LMS, and will include as a minimum:

- an indication of the Graduate Qualities being assessed by the task;
- a grade (LCBA does not provide a numerical mark);

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- comments in response to key components of the task and/or a summary comment.
- 1.4.7 Course co-ordinators are required to ensure that appropriate feedback on summative assessments is available to students, for example provision of worked solutions on the LMS course site or group feedback sessions.
- 1.4.8 In the case of summative examinations, students have the right to sight their examination scripts, but are not entitled to either the original or a copy. This will be arranged on a case by case basis.
- 1.4.9 Students seeking individual feedback about a summative examination must contact their course co-ordinator within ten working days following the finalisation of results for that study period.
- 1.5 Examinations as an assessment technique
- Summative examinations may not contribute more than 50 per cent of the marks on which final grades for any course are based, except with the prior approval of the LCBA Dean.
- 1.6 Management of assessment
- 1.6.1 In accordance with LCBA's policy on privacy and the confidentiality of students' personal information, LCBA will take reasonable steps to protect students' personal information against loss, unauthorised access, use, modification or disclosure, and misuse. This includes assessment processes, submission of assessment tasks including cover sheets, and providing results and feedback to students.
- 1.6.2 Requirements for assessment task cover sheets:
- for individual assessment tasks submitted in hard-copy, students must include a signed and completed cover sheet;
 - for individual assessment tasks submitted via the LMS (including Turnitin), a cover sheet is required;
 - for group assessment tasks submitted in hard-copy, each member of the group must sign the cover sheet;
 - for group assessment tasks submitted via the LMS (including Turnitin), the cover sheet is required detailing all students in the group.
- 1.6.3 Distribution of marked assessments:
- course lecturers will determine how marked assessment tasks are returned to students. This information will be included in the course outline;
 - marked assessment tasks can be returned to students by any one of the following means:
 - electronically to the individual student via the LMS,
 - collection during class, only by the student,
 - collection from the campus office. Students must present their student ID card,
 - collection from course co-ordinator,



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- by post if students attach an A4 stamped, self-addressed envelope to their assessment task, with correct postage.
 - test/exam results may only be displayed in public if the student ID and result are the only information displayed. A student's name and ID must not be visibly linked in the public domain;
 - marked assessment tasks must not be left unattended for collection.
- 1.6.4 Students must retain a copy of all work submitted until the final grades are released.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

2. Course Outline

PURPOSE

This section prescribes the requirements for the Course Outline.

RELEVANT TO

All courses offered as part of postgraduate coursework Programs.

2.1 Course Outline

2.1.1 A Course Outline:

- is required for all courses;
- must be consistent with the course approved during the Program approval process;
- must be made available online before the first day of teaching in the course.

2.1.2 The Course Outline must contain the following information if applicable to that course:

- administrative arrangements that will support the delivery of the course, including the name and email address of the course co-ordinator and other relevant staff;
- an anticipated response time for student enquiries;
- the assessment schedule;
- the weighting of each assessment task towards the final grade;
- details about the format and requirements of each assessment task, and the relationship of each task to the course and Program aims and objectives and the LCBA Graduate Qualities;
- specific information about assessment tasks that require recording of student participants. This should include advice that students must not reproduce, disclose or publish the recordings or related material in the public domain, unless the videoed students give consent for reproduction, disclosure or publication;
- the referencing style to be used, for example Harvard style;
- arrangements and timelines for submitting assessment tasks and an anticipated timeline for returning, and providing feedback about, assessment tasks;
- how marked assessment tasks will be returned to students (see clause 1.6.3);
- LCBA practice for penalising late submissions, such as:
 - refusing to accept a late submission, or
 - applying other penalties, or

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- accepting the late submission if a student can provide evidence of unexpected or exceptional circumstances.
- the broad marking scheme for each assessment task, and the criteria and standards by which performance will be judged;
- information about the examination including:
 - the content and skills to be assessed,
 - the standard against which work will be assessed,
 - the duration of the examination,
 - whether the examination is closed book, open book, or part open book (see Definitions),
 - where applicable, advice that variations to examinations are not available in the course. In these cases, the course co-ordinator is responsible for informing Student and Academic Services that variations to examinations are not available in the course,
 - any variations to the standard requirements for examinations which are different from the provisions in Section 7 of this Manual.
- the obligations of students and LCBA for arranging placements, and related accommodation, travel, and living away from home assistance;
- any additional requirements for the course, including but not limited to:
 - achievement of a certain minimum level of competence in the theoretical and/or practical components of the course,
 - attendance requirements,
 - criminal history assessments,
 - immunisations,
 - mandatory reporting training,
 - first aid training,
 - medical fitness and /or suitability for placement (see Section 4).
- for each assessment task in the course, whether re-marking or re-submission is allowed (see Section 4);
- conditions regarding extensions to assessment task due dates (see Section 6);
- conditions under which supplementary assessments may be granted and whether supplementary assessment or examination is available in the course (see Section 6);
- whether conceded and terminating passes are available in the course. (see Section 7);
- guidance about academic integrity (see Section 8), including:
 - where appropriate, examples of what would constitute academic misconduct in the course and/or an assessment task, and
 - a reminder that student work may be checked for plagiarism using text comparison software and held in a data base for future reference, and



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- a reminder that students must not submit the same work in whole or in part, for assessment in multiple LCBA courses;
 - the extent to which specified assessment methods and requirements are negotiable between academic staff and students;
 - instructions/hyperlink indicating where to locate an assignment cover sheet if required.
 - Whether the course has pre-requisites, and whether the course serves as a prerequisite for a practice-based learning activity included in a future course.
- 2.1.3 Once the Course Outline has been made available to students, the contents must not be changed unless this is necessary for the integrity of assessment, or due to unforeseen factors such as staff illness. Course co-ordinators are responsible for discussing proposed changes with students, and must attempt to minimise disruption or disadvantage arising from the changes. If changes are made, the LCBA Resource Officer must re-publish the course outline to the LMS class. Students will be automatically notified by email when a Course Outline is re-published.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

3. Moderation

PURPOSE

This section prescribes the principles and procedures for moderation of course assessment.

RELEVANT TO

All postgraduate coursework Programs or single Program enrolments

3.1 Moderation of assessment

- 3.1.1 Moderation of assessment supports high quality assessment practices which are an important element of LCBA's quality assurance framework.
- 3.1.2 Moderation practices must be approved by the Academic Board.
- 3.1.3 Each delivery provider is required to ensure that moderation practices in its campus are documented and specify:
 - how assessment tasks are reviewed in relation to Program and course objectives, student workload and, where applicable, professional accreditation requirements;
 - practices which ensure that consistent, valid and reliable judgements are made about student performance in relation to learning outcomes within and across courses. This might include the use of:
 - marking guides,
 - second marking, where a second marker assesses a representative sample of student work,
 - double-blind marking, where high-value assessment tasks are marked independently by two assessors,
 - how marks and grades are reviewed;
 - how the quality of feedback provided to students is reviewed;
 - any actions that may be required before results are finalised for the study period;
 - equivalent practices for alternative forms of course delivery such as offshore or external;
 - the nature and timing of external benchmarking of moderation practices.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

4. Re-Marking and Re-Submission

PURPOSE

This Section prescribes the policy and procedures for re-marking or re-submission for assessment tasks that occur during the study period, prior to the final summative assessment.

RELEVANT TO

Assessment tasks in postgraduate coursework Programs, unless otherwise specified in the course outline. Re-marking and re-submission do not apply to final summative assessments or research projects.

Students who consider that unexpected or exceptional circumstances have affected their final summative assessment may be eligible for secondary assessment as outlined in Section 6.

4.1 Re-marking

4.1.1 Re-marking is where a second assessor marks an assessment task, without the student undertaking any further work. The second assessor is not provided with details of the student's original mark. The second assessor may be from LCBA or another provider, and must have expertise in the area of the assessment task.

4.1.2 The same range of marks which were used on the original assessment task is available for re-marking. The second mark stands, whether it is higher or lower. No further re-marking will be permitted.

4.1.3 A re-marked assessment task cannot be re-submitted.

4.1.4 Only a student can initiate a re-mark. A student can request a re-mark when they consider that an assessment task has been unfairly or inappropriately marked. A student must request a re-mark from the course co-ordinator within five working days of the assessment task being returned.

4.1.5 The course co-ordinator will either:

- approve the re-mark and:
 - notify the student of their decision in writing within five working days of receiving the request,
 - appoint a second assessor,
 - arrange for the assessment task to be re-marked,
 - notify the student in writing of the outcome of the re-mark within ten working days of the re-mark being completed, or
- deny the re-mark and:
 - notify the student of their decision in writing within five working days of receiving the request.

4.1.6 If the course co-ordinator denies the request for a re-mark, the student may request the Program Manager to review the course co-ordinator's decision by writing to the Program Manager within five working days of receiving the course co-ordinator's decision. The request must include the reasons for requesting a re-mark.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

4.1.7 The Program Manager will either:

- approve the re-mark and:
 - notify the student and the course co-ordinator of their decision in writing within five working days of receiving the request,
 - appoint a second assessor,
 - arrange for the assessment task to be re-marked,
 - notify the student in writing of the outcome of the re-mark within ten working days of the re-mark being completed, or
- deny the re-mark and:
 - notify the student and the course co-ordinator of their decision in writing within five working days of receiving the request.

4.1.8 A copy of all correspondence related to the re-mark must be provided to the Student Services office to be retained on the student's file.

4.1.9 Students who are not satisfied with the result of the re-mark may appeal their final grade to the LCBA Dean in accordance with Section 7 of this Manual.

4.2 Re-submission

4.2.1 Re-submission is where a student is permitted to revise an assessment task that they have failed. The assessment task is then re-submitted to the original assessor within a specified time frame.

4.2.2 Students who pass a re-submission will receive a maximum mark of 50 per cent unless:

- the Program Manager allows the full range of marks on the basis of exceptional circumstances, or
- the re-submission results from an academic misconduct inquiry. An academic integrity officer will then determine the range of marks available, in consultation with the Program Manager.

4.2.3 A re-submitted assessment task cannot be re-marked.

4.2.4 Re-submission can be initiated by a course co-ordinator, academic integrity officer, or a student.

4.2.5 A course co-ordinator can offer a student the opportunity to re-submit work. The offer must be made within five days of the original task being returned to the student.

4.2.6 A student can request a re-submission within five working days of receiving the returned assessment task. The course co-ordinator will notify the student in writing within five working days whether a re-submission has been granted or denied.

4.2.7 If the course co-ordinator grants a re-submission, they will advise the student in writing how much of the assessment task must be re-submitted, the due date for re-submission, and the marks available.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 4.2.8 If the course co-ordinator denies the request for re-submission, the student may request the Program Manager to review the course co-ordinator's decision by writing to the Program Manager within five working days of receiving the course co-ordinator's decision. The request must include the reasons for requesting a re-submission.
- 4.2.9 The Program Manager will either:
- approve the re-submission and notify the student and the course co-ordinator in writing within five working days of receiving the request, or
 - deny the re-submission and confirm that the original fail grade applies.
- 4.2.10 If the Program Manager approves a re-submission, the course co-ordinator will:
- advise the student in writing how much of the assessment task must be re-submitted, the due date for re-submission, and the marks available;
 - notify the student of the outcome of the re-submission within ten days of receiving the re-submitted task;
 - provide the Student Services office with a copy of all correspondence related to the re-submission, to be retained on the student's file.
- 4.2.11 Students who are not satisfied with the result of the re-submission may appeal their final grade to the LCBA Dean in accordance with Section 7 of this Manual.
- 4.3 Re-marking, re-submission and academic integrity
- 4.3.1 An academic integrity officer may recommend a re-mark or re-submission as an outcome of an academic misconduct inquiry only if the course outline states that re-marking and re-submission are available in that course.
- 4.4 Re-mark/re-submission after final assessment
- 4.4.1 Students or staff cannot initiate a re-mark or re-submission application AFTER the end of the teaching period. If at an Examination Board meeting, a student is identified as receiving a Fail grade and a re-submission would result in a Passing grade, the Fail grade must stand.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

5. Examination Procedures

PURPOSE

This section prescribes the policy and procedures for summative examinations.

RELEVANT TO

All postgraduate courses with summative examinations.

Variations to examinations are available to Indigenous Australian students, students from non-English speaking backgrounds, students who have Access Plans approved by the Student Engagement Course, and students who are experiencing financial hardship or undertaking carer responsibilities.

5.1 General procedures

5.1.1 Students will receive advance notice of scheduled examinations. All students are required to sit their examination at the scheduled date, time, and location irrespective of any conflict with a planned holiday or special event.

5.1.2 Students are responsible for knowing their examination times and locations and travelling to the venue. It is recommended that students arrive at least 15 minutes prior to the published start time.

5.1.3 Students who arrive up to 30 minutes after the published start time will be permitted to enter the examination room, but will not be allowed any additional time to complete the examination.

5.1.4 Students who arrive more than 30 minutes after the published start time will not be permitted to enter the examination room and will receive a zero mark for that examination.

5.1.5 All students must display on their desk:

- their student identification card; or
- an alternative form of photographic identification such as a valid/current passport or valid/current driver's license.

If a student does not provide acceptable photographic identification, the invigilator will compare the student's likeness with LCBA records in order to verify the student's identity.

5.1.6 If applicable for students undertaking the Master of International Hospitality Management, students must also display on their desk:

- an approved Access Plan;
- a student ID card with a red 'E' which indicates entitlement to the provisions in clause 6.2.2.

5.1.7 Unless it is permitted in the course outline or as an approved variation, a student must not take items into the examination room that could provide an advantage to themselves or any other student. Examples include, but are not limited to:

- books, including dictionaries;

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- calculators;
 - mobile telephones or other electronic devices;
 - notes or other documents;
 - personal items;
 - examination answer booklets, attendance slips or any paper.
- 5.1.8 Items that are allowed in the examination room must not be enhanced or tampered with in a way that has the potential to provide an additional advantage to any student.
- 5.1.9 Head dress must not be worn in the examination room unless required for religious observance or medical reasons (which have previously been approved).
- 5.1.10 LCBA retains all examination answer books and attendance slips in confidential storage for a minimum of 12 months following the deadline for finalising results for the relevant study period.
- 5.1.11 Exceptions to examination procedures may only be made with the prior approval of the LCBA Dean.
- 5.2 Procedures during the examination
- 5.2.1 Every student must complete the attendance slip provided.
- 5.2.2 The designated reading time is ten minutes, which commences at the published examination start time and is added to the examination time. An invigilator will announce when the reading time has elapsed, after which students may commence writing in the examination booklet. No further announcements to commence writing will be made.
- 5.2.3 Course co-ordinators may recommend additional reading time in the instructions on the examination paper. The additional reading time is included in the total exam time. If there are multiple examinations being held in one venue, the end of additional reading times will not be announced, to avoid disrupting other candidates.
- 5.2.4 During the designated reading time, students are not permitted to use a calculator or write in the examination booklets but may complete attendance slips, fill in details required on the front cover of examination booklets, and make notes on loose-leaf paper provided.
- 5.2.5 Students are not permitted to commence writing answers until instructed by an invigilator. All students must stop writing when instructed by an invigilator. At the end of the examination all students must remain seated until all examination booklets have been collected.
- 5.2.6 Students are not permitted to communicate with other students during the examination.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

5.3 Procedures for leaving the examination room

- 5.3.1 Students are not permitted to leave the examination room in the first 30 minutes after the published starting time, or during the last ten minutes of any examination.
- 5.3.2 After the first 30 minutes of the examination have lapsed, a student can request to leave the examination room for a short break. Approval must be given by an invigilator and the student will be supervised during their break.
- 5.3.3 Students intending to permanently leave the examination room must hand all examination booklets to the invigilator who will endorse the booklets as correctly identifying the student.
- 5.3.4 Students must not remove any examination booklets, scrap paper or attendance slips from the examination room. Doing so is considered a breach of examination procedures and academic misconduct.

5.4 Breaches of examination procedures

- 5.4.1 In the procedures relating to breaches of examination procedures outlined below, an academic staff member nominated by the Program Manager, may act for the Program Manager.
- 5.4.2 Breaches of examination procedures will be regarded as misconduct even if it cannot be demonstrated that a student gained an advantage as a result of the breach.
- 5.4.3 Any student disrupting an examination may be dismissed from the examination room at the discretion of the chief invigilator. The chief invigilator will document the incident and provide a report to the Program Manager or their nominee within two working days of the incident.
- 5.4.4 The Program Manager will investigate the incident as either:
 - academic misconduct as described in Section 8 of this Manual; or
 - misconduct as described in the LCBA policies.
- 5.4.5 Where the chief invigilator allows the student to remain in the examination room, clauses 5.4.6 – 5.4.9 will apply.
- 5.4.6 If a breach does not disrupt the examination, or the chief invigilator allows the student to remain in the examination room, an invigilator will advise the student that the breach has been detected and will be reported.
- 5.4.7 The invigilator will document the incident and provide a report to the academic integrity officer of the relevant campus within two working days of the incident.
- 5.4.8 If the academic integrity officer considers that the breach constitutes academic misconduct, they will investigate the incident following the procedures in Section 8 of this Manual.
- 5.4.9 If the academic integrity officer considers that the breach does not constitute academic misconduct, they will provide academic counselling to the student.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

6. Variations to Assessments

Purpose

This Section prescribes the policy and procedures for:

- variations to assessments;
- variations to examinations;
- extensions;
- secondary assessments.

Relevant to

- postgraduate coursework Programs;
- single course enrolments.

6.1 Variations to assessment

6.1.1 Assessment methods, tasks and timelines must be specified in the course outline.

6.1.2 Students are expected to complete the assessment requirements for a course within the relevant study period unless:

- a variation applies in the form of:
 - an extension (see clause 6.3),
 - supplementary assessment or examination (see clause 6.5),
 - deferred assessment or examination (see clause 6.6),
 - special consideration (see clause 6.7),
 - a delay in the marking of the final assessment (see clause 7.2.3),
 - provisions contained in the student's Access Plan.
- a student is aware of circumstances for which they will require a variation to assessment. The student must submit a request in writing to the course co-ordinator within the first two weeks of the course, or equivalent for accelerated or intensive teaching. Where appropriate the course co-ordinator should refer the student to Student Services for an Access Plan.
- a student requests a variation to assessment on the grounds of unexpected or exceptional circumstances (see clause 6.8 to 6.11). These variations should be discussed with the course co-ordinator at the earliest possible opportunity. Where appropriate the course co-ordinator should refer the student to Student Services for an Access Plan.

6.1.3 Adjustments and variations for students with disabilities are made in accordance with *Access and Equity Policy*, and are only available to students who have an Access Plan approved by Student Services.

6.1.4 Adjustments and variations for students who are carers are only available to students who have an Access Plan approved by Student Services.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

6.2 Variations to examinations

6.2.1 The following students are entitled to the variations prescribed in clause 6.2.2 unless the course outline specifies that no variations are available:

- indigenous Australian students;
- students of non-English speaking background (NESB students) who:
 - arrived in Australia less than ten years ago, and
 - speak a language other than English at home.
- offshore students of non-English speaking background where the language spoken at home is not English, and the medium of instruction is English.

6.2.2 Students referred to in clause 6.2.1 will be entitled to the following variations unless the course outline specifies that no variations are available:

- extra time for reading or writing. This will be an extra ten minutes per hour for every hour of standard examination time; and
- the use of a non-annotated English language or bilingual print dictionary.

6.2.3 A student who is entitled to these variations will be eligible for their entire Program unless they enrol in a course that does not permit variations.

6.2.4 Students who qualify for these variations will be identified through data that is collected during the enrolment process and held on the student record system. Academic staff are not required to make decisions on a case by case basis about eligibility for these variations.

6.2.5 Students who qualify for these variations must obtain a red 'E' on their student card before their first exam in an examinations period.

6.2.6 Provisions may be made on a case by case basis for students experiencing difficulty travelling to examination venues due to significant financial hardship and/or carer responsibilities. An application for a variation on this basis must be accompanied by supporting documents, for example a recommendation from a student counsellor.

6.3 Extension to complete an assessment task

6.3.1 Students may request an extension of time to complete an assessment task on the basis of unexpected or exceptional circumstances (see clauses 6.8 - 6.11).

6.3.2 Students must lodge an application for an extension to the Course Coordinator a minimum of two working days before the due date for the assessment task, and attach supporting documents. The course teacher will communicate the response via email, normally within 24 hours. All correspondence will be stored in the student file.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

6.4 Secondary assessments

6.4.1 Secondary assessments may take the form of:

- supplementary assessment or examination;
- deferred assessment or examination;
- special consideration.

6.4.2 Secondary assessments:

- must test the same areas of skill and knowledge that the original assessment was intended to test;
- must be consistent with the assessment criteria stated in the course outline;
- will be scheduled after the primary assessment or examination period;
- may not be available in courses which involve practice-based learning;
- will not be granted on the grounds that the student had mistaken the time or place of the examination, or missed the due date for an assessment.

6.4.3 Students who have an Access Plan may undertake their assessment for the first time during the secondary assessment period. The full range of grades will be available.

6.4.4 Secondary assessments are scheduled in the next available exam period. Secondary assessments that cannot be scheduled in the next available exam period are arranged in consultation between the Program Manager and Student Services, and will normally occur within a regular assessment period.

6.4.5 Student Services will enter an assessment flag on the student's record once the student has been approved for secondary assessment. The flag will indicate which form of secondary assessment has been granted and will exclude the student's record from the primary round of academic review reports.

6.4.6 A course co-ordinator may only authorise a variation to the date for entering secondary assessment grades in exceptional circumstances. The course co-ordinator must inform Student Services, who will override the secondary assessment grade entry date. The flag will exclude the student record from academic review reports until the flag has expired.

6.4.7 Final results for secondary assessments, including the original fail grade if a student did not complete the secondary assessment, are included in the round of academic review reports that follow the secondary assessment period.

6.5 Supplementary assessment or examination

6.5.1 Supplementary assessment or examination offers students an opportunity to gain a pass (P).

6.5.2 Supplementary assessment may be available in postgraduate courses, but may not be available for courses that involve practice-based learning.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 6.5.3 If supplementary assessment or examination is not to be available in a course, approval must be obtained from the Academic Board as part of the course approval process.
- 6.5.4 The Course Outline must state whether supplementary assessment or examination is available in the course.
- 6.5.5 Supplementary assessment or examination is available to students under the following conditions, unless supplementary assessment or examination had not been approved for the course:
- if the student has achieved a final grade between 45-49 percent (F1) in a course
 - if a student who has successfully completed all of the courses within their program, with the exception of two courses in which they were enrolled in their final study period, a supplementary assessment or examination may be granted where the final grade in either of both of these courses, is less than 45 percent (F1) and all assessments in the courses were attempted by the student. Supplementary assessment will not be available for a course under investigation for academic integrity until the investigation is completed, and determined that it did not constitute academic misconduct.
- 6.5.6 When a supplementary assessment or examination is assigned to a student for a course, a flag will be entered on the student's record. The flag will exclude the student record from the primary round of academic review reports.
- If the supplementary assessment or examination is granted after results are finalised, the Program Manager will notify Student Services to enter a supplementary assessment or examination flag on the student record. The flag will not exclude the student record from the primary round of academic review reports.
- 6.5.7 The Program Manager will notify the course co-ordinator that a supplementary assessment or examination has been assigned. The course co-ordinator will then:
- If a supplementary *assessment* is assigned:
 - notify the student in writing about the requirements of the assessment task, including the revised assessment submission date
 - provide a copy of the correspondence to Student Services to be retained on the student's file.
 - If a supplementary *examination* is granted:
 - the course co-ordinator will notify the Exams team in Student and Academic Services if they require an examination to be scheduled in accordance with the schedule published by Student and Academic Services
 - Student Services will notify the student in writing and advise the student to consult the examination timetable on the LCBA website.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- Successful completion of supplementary assessment or examination will be recorded as a supplementary pass (SP). Failed supplementary assessment or examination will be recorded as a Fail (F).
- The original fail grade will stand if the student does not sit a supplementary examination or complete the supplementary assessment.
- The new result or the original fail grade will be included in the round of academic review reports that follow the secondary assessment period.

6.6 Deferred assessment or examination

- 6.6.1 Deferred assessment or examination is granted to students who have been unable to undertake the final assessment /examination.
- 6.6.2 Students may apply for deferred assessment or examination if they can demonstrate, with supporting documents, that they were unable to sit the final examination or submit the final assessment by the due date due to unexpected or exceptional circumstances. The unexpected or exceptional circumstances must have occurred in a period of time directly related to attendance at the examination, or the deadline for submission of the final assessment.
- 6.6.3 Postgraduate coursework students enrolled in LCBA Programs and courses may apply for deferred assessment or examination.
- 6.6.4 Deferred assessment or examination may not be available in courses with WIL. The Course Outline must state whether deferred assessment or examination is available in the course.
- 6.6.5 Deferred assessments or examinations may be granted only once for each course, unless otherwise determined by the LCBA Dean.
- 6.6.6 Students must lodge an application for deferred assessment or examination with Student Services no later than five working days after the scheduled examination date or deadline for submission of the final assessment. The student must indicate on the form whether other variations have been granted in the course (see clause 6.1).
- 6.6.7 If the unexpected or exceptional circumstances also affect the student's ability to complete and submit the form within five working days, they may write to the Program Manager at the earliest opportunity requesting that the time limit be waived.
- 6.6.8 Student Services will assess the deferred application and the supporting documents. A deferred examination flag will be entered on the student record if the student:
- did not attend the primary examination;
 - has provided supporting documents which demonstrate unexpected or exceptional circumstances;
 - has declared on the form that no other variations have been granted in the course.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 6.6.9 If the final assessment in the course(s) is not an examination and /or supporting documents are lacking, Student Services will provide the application to the course co-ordinator, who will decide one of the following outcomes:
- approval of a deferred assessment;
 - approval of a deferred examination;
 - no action - the original grade stands.
- 6.6.10 The course co-ordinator will make a decision within five working days of receiving the application.
- 6.6.11 If the course co-ordinator grants a deferred assessment:
- the course co-ordinator will:
 - mark the decision to approve deferred assessment on the form and return it to Student Services,
 - notify the student in writing about the requirements of the assessment task, including the revised assessment submission date,
 - provide a copy of the correspondence to Student Services to be retained on the student's file.
 - Student Services will enter a deferred assessment flag on the student record. This will exclude the student record from the primary round of academic review reports.
- 6.6.12 If the course co-ordinator grants a deferred examination:
- the course co-ordinator will:
 - mark the decision to approve a deferred examination on the form and return it to Student Services,
 - notify the Examinations team in Student and Academic Services if they require an examination to be scheduled in accordance with the schedule published by Student and Academic Services.
 - Student Services will:
 - enter a deferred examination flag on the student record. This will exclude the student record from the primary round of academic review reports,
 - notify the student in writing and advise the student to consult the examination timetable on the LCBA website.
- 6.6.13 The full range of final grades will be available for deferred assessment or examination.
- 6.6.14 The deferred assessment or examination grade will be included in the round of academic review reports that follow the secondary assessment period, unless the course co-ordinator has approved a variation in accordance with clause 7.4.6.
- 6.6.15 Course co-ordinators and Program Managers who receive multiple applications for deferred assessment or examination from the same students may refer those students to the Student Engagement Course for advice and assistance.

6.7 Special consideration

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 6.7.1 Special consideration is granted to assist a student to improve their final grade for a course, where their academic performance in the final examination or assessment was affected by unexpected or exceptional circumstances.
- 6.7.2 Students may apply for special consideration if they can demonstrate, with supporting documents, that their academic performance in the final examination or assessment was affected by unexpected or exceptional circumstances. The unexpected or exceptional circumstances must have been significant enough to affect the student's performance during the examination, or during the preparation time leading to the examination or deadline for submission of the final assessment.
- 6.7.3 Postgraduate coursework students may apply for special consideration.
- 6.7.4 Special consideration may not be available in courses which involve practice-based learning. The course outline must state whether special consideration is available in the course.
- 6.7.5 Special consideration may be granted only once for each course, unless otherwise determined by the LCBA Dean.
- 6.7.6 Students must lodge an application for special consideration with Student Services no later than five working days after the scheduled examination date, or the deadline for submission of the final assessment. The student must indicate on the form whether other variations have been granted in the course (see clause 7.1).
- 6.7.7 If the unexpected or exceptional circumstances also affect the student's ability to complete and submit the form within five working days, they may write to Program Manager requesting that the time limit be waived.
- 6.7.8 Student Services will provide the application to the course co-ordinator, who will mark the student's final examination or assessment and decide one of the following outcomes:
- no action - the original grade stands;
 - adjustment to the assessment mark to account for the unexpected or exceptional circumstances;
 - an extension of time for the student to complete the assessment;
 - an alternative assessment or examination which allows the student to demonstrate learning outcomes similar to those required in the original assessment;
 - a replacement assessment or examination which resembles as closely as possible the original assessment, and carries the same percentage of the total weighting for the course.
- 6.7.9 The course co-ordinator will make a decision within five working days of receiving the application.
- 6.7.10 If the course co-ordinator grants an alternative or replacement assessment:
- the course co-ordinator will:



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- mark the decision to approve an alternative or replacement assessment on the form and return it to Student Services,
 - notify the student in writing about the requirements of the assessment task, including the revised assessment submission date,
 - provide a copy of the correspondence to Student Services, to be retained on the student's file.
- Student Services will enter a special consideration assessment flag on the student record. The flag will exclude the student record from the primary round of academic review reports.
- 6.7.11 If the course co-ordinator grants an alternative or replacement examination:
- the course co-ordinator will:
 - mark the decision to approve an examination on the form and return it to Student Services,
 - notify the Examinations team in Student and Academic Services if they require an examination to be scheduled in accordance with the schedule published by Student and Academic Services.
 - Student Services will:
 - enter a special consideration examination flag on the student record. The flag will exclude the student record from the primary round of academic review reports,
 - notify the student in writing and advise the student to consult the examination schedule on the LCBA website.
- 6.7.12 The full range of final grades will be available for special consideration.
- 6.7.13 The special consideration grade will be included in the round of academic review reports that follow the secondary assessment period, unless the course co-ordinator has approved a variation in accordance with clause 7.4.6.
- 6.7.14 If a student does not complete the assessment granted under clause 7.7.8 the original grade will stand.
- 6.7.15 Course co-ordinators and Program managers who receive multiple applications for special consideration from the same students may refer those students to Student Services for advice and assistance.
- 6.8 Unexpected or exceptional circumstances
- 6.8.1 Unexpected or exceptional circumstances are those which were beyond the control of the student and/or for which there was no opportunity to prepare in advance.
- 6.8.2 Clauses 6.9 - 6.11 provide examples of unexpected or exceptional circumstances. Approval is not limited to these examples if acceptable supporting documents are provided.
- 6.8.3 Supporting documents for unexpected or exceptional circumstances must be verifiable.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

6.9 Medical circumstances

6.9.1 Medical circumstances include any of the following:

- an unexpected illness;
- a re-occurrence of a chronic illness;
- an accident.

6.9.2 A disability or illness for which a variation has already been approved will not be accepted unless the disability has been compounded by an unexpected change or an additional condition.

6.9.3 Supporting documents for medical circumstances must be either the prescribed form, or a medical certificate, or a letter on letterhead signed by a medical practitioner, health practitioner or approved specialist, (as defined in Definitions) certifying that the student was unfit to participate on medical grounds. Documents completed by other health professionals will not be accepted. Medical certificates maybe verified and ones found to be altered or fake may result in immediate expulsion for fraudulent behaviour by the student.

6.9.4 Supporting documents must be dated from the beginning or during the period, and must identify the period for which a student is/was unable to participate or attend. A medical certificate for a retrospective date of more than two days will not be accepted.

6.9.5 Supporting documents signed by a relative or friend of the student will not be accepted.

6.10 Compassionate circumstances

6.10.1 Compassionate circumstances include hardship or trauma, for example:

- a death or serious illness of a close family member;
- a severe disruption to domestic arrangements;
- being a victim of crime (a police report number will be required and written permission to verify with the relevant police force that the report number is legitimate);
- an accident, if a motor vehicle accident, a police report number will be required and written permission to verify with the relevant police force that the report number is legitimate.

6.10.2 Supporting documents for compassionate circumstances may take the form of:

- the relevant section of the prescribed form, completed by a Student counsellor who had prior knowledge of the student and their circumstances;
- the prescribed form, or a medical certificate, or a letter on letterhead signed by a medical practitioner, health practitioner or approved specialist (as defined in Definitions) certifying that the student was unfit to participate on medical grounds. Documents completed by other health professionals will not be accepted. Medical certificates maybe verified and ones found to be

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

altered or fake may result in immediate expulsion for fraudulent behaviour by the student;

- a letter from a person qualified to assess and support the application, for example a counsellor;
- a death notice or certificate from a funeral director.

6.10.3 Supporting documents signed by a relative or friend of the student will not be accepted.

6.11 Special circumstances

6.11.1 Special circumstances may include:

- religious observance;
- community service, for example, jury duty, an unforeseen call to the Australian Defence Force or state emergency services;
- a summons to appear in court;
- a minor vehicle accident that occurred on the day of the examination or deadline for submission of the final assessment;
- employment related circumstances that are beyond the student's control. Holiday arrangements are not special circumstances;
- natural disasters.

6.11.2 Changed employment circumstances and religious observances that are within the student's control, or holiday arrangements, are not special circumstances.

6.11.3 Supporting documents for special circumstances may include:

- a certified call to Australian Defence Force service;
- a description of the emergency attended for state emergency services, including the date;
- a letter confirming changed employment circumstances;
- a copy of a police accident report;
- a court summons.

6.11.4 Supporting documents signed by a relative or friend of the student will not be accepted.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

7. Final Grades and Notations

Purpose

This Section prescribes the policy and procedures for:

- the approval and publication of:
 - final course grades,
 - final notations for students who withdraw after the census date;
- awarding conceded and terminating passes;
- interim notations.

7.1 Determination and approval of results

- 7.1.1 Student and Academic Services will publish an annual schedule specifying the timelines for final assessments, review of assessments and finalisation of results for each study period. The schedule will also identify the census and withdrawal dates for each study period.
- 7.1.2 The course co-ordinator recommends the final mark and grade for each student after taking into account any variations to assessment made in accordance with Section 6 of this Manual. Recommended marks and grades must be entered in the student record system.
- 7.1.3 All courses must be graded according to LCBA's approved assessment grading schema (see clause 7.4). Where a final grade has not yet been determined, or a student has withdrawn after the census date, approved interim notations and flags are to be used (see clause 7.2).
- 7.1.4 The Examination Board will:
- review the recommended marks and grades, grade distribution reports and any other relevant documents, and moderate where applicable. This review should include, but is not limited to the consideration of the results of students:
 - within the same class,
 - across different classes within the same course,
 - within the same course across different Programs, including onshore and offshore versions of a Program;
 - approve the final grades or notations for publication on the LCBA website.
- 7.1.5 Final grades must be approved by the Program Manager or authorised nominee and reported to the Academic Board.
- 7.1.6 After grades and notations have been finalised, they can only be altered with the approval of the Program Manager or authorised nominee, according to established procedures.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 7.1.7 The Program Manager is responsible for ensuring that final grades or notations are published on the UniSA LMS or LCBA LMS. Final grades may not be released by any other means, with the exception of students who do not have access to electronic communication. Results for these students will be sent to the postal address recorded on the student record system.
- 7.1.8 LCBA's formal reporting of a student's performance in a course is by the final grade only. Percentage marks that appear on grade rosters will be recorded on the student record system, but will not be published on the web, printed on a results notice or academic transcript, or communicated to students.
- 7.2 Interim notations
- 7.2.1 If a student is enrolled in a course, but it is not possible to finalise their grade by the published timeline, an interim notation ('I') must be used so that a student's progress in a Program can be accurately reviewed (see Section 9 of this Manual).
- 7.2.2 All interim notations must be converted to a final grade by the relevant date in the schedule published by the Academic Registrar. Any interim notations not converted within one year will be converted to the grade of Fail (F).
- 7.2.3 An Incomplete ('I') notation indicates that the marking of the final assessment has been delayed beyond the published deadline for finalising results in that study period. It may only be used in one of the following circumstances:
- the teaching period for the course extends beyond the deadline for finalising results;
 - extenuating circumstances mean that the course teacher has not been able to complete the assessment of a student's work by the deadline for finalising results;
 - the student has an Access Plan that includes an agreed extension to one or more of the assessment tasks beyond the deadline for finalising results;
 - the student's grade requires clarification because it was queried during moderation (see Section 3 of this Manual);
 - the student is engaged in research work which extends beyond the deadline for finalising results.
- 7.3 Grading schemes and the use of Non-Graded Pass / Fail (NGP /F)
- 7.3.1 Two grading schemes are available for coursework Programs: 'graded' and 'non-graded'.
- 7.3.2 The two grading schemes are only used for the final grade in the course.
- 7.3.3 Each course must use either the graded or the non-graded scheme as approved during the Program and course approval process.
- 7.3.4 Regardless of which grading scheme is used:
- the course cannot contain a mix of graded and non-graded assessment items;

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- a graded course must contain only graded assessment items;
- a non-graded course must contain only non-graded assessment items.

7.3.5 The non-graded scheme is most appropriate if the course:

- involves practice-based learning activities; or
- involves extensive project work/coursework in diverse settings external to LCBA; or
- has a competency model of assessment.

7.3.6 If a student has been granted exemption for Recognition of Prior Learning (RPL) in a course, the following applies:

- the grade is Recognition of Prior Learning (RPL);
- RPL cannot be given for an assessment task or part of a course's assessments, it can only be given for the entire course and if given the grade is RPL

7.4 Final grades and notations

7.4.1 Final grades for coursework Programs

Grade	Notation	Mark	Descriptor	Grade Point
High Distinction	HD	85-100	Outstanding performance across the learning outcomes	7
Distinction	D	75-84	Excellent performance across the learning outcomes	6
Credit	C	65-74	High performance across the learning outcomes, OR excellent performance on the majority of the learning outcomes.	5
Pass Level 1	P1	55-64	Satisfactory performance across the learning outcomes, OR high performance on some learning outcomes which compensates for unsatisfactory performance on others, resulting in overall satisfactory performance.	4.5
Pass Level 2	P2	50-54	Satisfactory performance on the majority of learning outcomes.	4
Fail Level 1	F1	40-49	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.	1.5
Fail Level 2	F2	Below 40	Unsatisfactory performance on the majority of learning outcomes.	1

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

7.4.2 Final grades for non-graded courses

Grade	Notation	Mark	Descriptor	Grade Point
Non-Graded Pass	NGP	50-100	Met specified assessment criteria to a required standard.	See 7.5
Fail	F	Below 50	Failed to meet specified assessment criteria to required standard.	1.5

7.4.3 Final grades for supplementary assessment and examination

Supplementary Pass	SP	50	Satisfactory performance on a supplementary assessment.	3.5
Fail	F	Below 50	Unsatisfactory performance on a supplementary assessment	1.5
Recognition of Prior Learning	RPL		A form of credit awarded for prior learning	NA
I	I		Grade not yet finalised – an interim result.	NA

7.4.4 Final notations for student withdrawal

Withdraw – Not Fail	W	The student withdrew from the course (without penalty) on or before the date prescribed by the Registrar for withdrawal without a failure being recorded. No grade point is attributed to a W notation.	NA
Withdraw - Fail	WF	The student withdrew from the course <i>after</i> the date for withdrawal without penalty, as prescribed by the Registrar.	1.5

7.5 Calculation of the grade point average

See Definitions (Section 11) – Grade Point Average (GPA) for how the Grade Point Average (GPA) is calculated.

7.6 Student appeals against final grades

7.6.1 These procedures apply only to final grades in coursework courses.

7.6.2 Disputes about final grades will be resolved in accordance with the following procedures:

- A student who does not accept the final grade should consult the course co-ordinator within ten working days of the release of the final grade. The course co-ordinator will complete a review within ten working days from the

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

date on which the request was lodged. The course co-ordinator will notify the student in writing of the outcome of the review.

- If the dispute is not resolved through consultation with the course co-ordinator the student may request the Program Manager to review the final grade. A request to the Program Manager must be lodged using the prescribed form within ten working days of the student being notified of the course co-ordinator's decision.
- The review by the Program Manager will normally be completed within ten working days from the date on which the request was lodged. The Program Manager is responsible for notifying the student in writing of the outcome of the review. If the review results in a new grade, this grade becomes the final grade.
- If the dispute is not resolved through the review by the Program Manager, the student may request the LCBA Dean to review the final grade. A request to the LCBA Dean must be lodged using the prescribed form within five working days of the student being notified of the Program Manager's decision.
- The review by the LCBA Dean will normally be completed within ten working days from the date on which the request was lodged. The LCBA Dean is responsible for notifying the student in writing of the outcome of the review. If the review results in a new grade, this grade becomes the final grade.

- 7.6.3 The outcome of any appeal process will be communicated to the student in writing, and a copy must be provided to Student Services office to be retained on the student's file.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

8. Academic Integrity

PURPOSE

This Section prescribes the policy and procedures for promoting academic integrity and managing academic misconduct for coursework students.

RELEVANT TO

All students enrolled in postgraduate coursework degrees and single course enrolments

8.1 Academic integrity

8.1.1 LCBA is committed to fostering and preserving the scholarly values of curiosity, experimentation, critical appraisal and integrity. Students are expected to demonstrate the highest standards of academic integrity. Failure to demonstrate these standards may constitute academic misconduct.

8.1.2 Academic integrity cases will be managed as an educative process for students.

8.1.3 The course outline must include information about academic integrity and may provide specific examples of conduct that constitutes academic misconduct.

8.1.4 Information about academic integrity will be made available in teaching material, through the Academic Services and Academic Support (from the LCBA delivery providers), and in library resources.

8.1.5 To ensure academic integrity no person may teach or assess in a course in which they are concurrently enrolled.

8.2 Academic misconduct

- For the purpose of this policy, academic misconduct means:
- plagiarism (see clause 8.2.1);
- breaches of the examination procedures prescribed in Section 5 of this Manual;
- presenting data that has been copied, falsified or in any way obtained improperly;
- including material in individual work that has involved significant assistance from another person, unless this is specifically allowed in the course outline;
- providing assistance to a student in the presentation of individual work, unless this is specifically allowed in the course outline;
- falsifying or misrepresenting academic records, or any other documents;
- providing your assessments to other current or future students;
- using a writing service or individual to write your assessments (irrespective if payment is made or not);
- any other actions that contravene the principles of academic integrity.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

8.2.1 Plagiarism means:

- directly copying any material from electronic or print resources without acknowledging the source;
- closely paraphrasing sentences or whole passages without referencing the original work;
- submitting another student's work in whole or in part, unless this is specifically allowed in the course outline;
- using another person's ideas, work or research data without acknowledgment;
- appropriating or imitating another's ideas unless this is specifically allowed in the course outline.

8.2.2 LCBA recognises that academic misconduct can occur through lack of familiarity with academic conventions. All allegations of academic misconduct will be considered in the context of the following factors:

- the extent of the misconduct;
- the student's evident intention;
- the stage/level of the Program;
- the number of previous offences;
- the student's learning background;
- academic conventions within the relevant discipline;
- the impact of a particular outcome on a student's progression;
- information provided to the student about academic integrity as part of their course;
- information about the student held in the central database, if applicable.

8.3 Student responsibility

Work submitted by students for assessment is tested for plagiarism using text comparison software, unless the Program Manager has given approval for the software not to be used.

8.4 Staff responsibilities

8.4.1 Each campus has at least one academic integrity officer. These are academic staff who have undertaken professional development to manage cases of academic misconduct within their campus. Their role enables:

- consistent interpretation and implementation of policy;
- streamlined management of reportable instances of academic misconduct, up to the level of formal committees;
- management of alternative outcomes, for example referral to the student learning centres;

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- consistent use of plagiarism detection tools in sampling and targeting student work within each discipline;
 - consistent judgments to be made on cases of academic misconduct;
 - consistent outcomes when academic misconduct is proven;
 - regular reporting to relevant Program Managers, Learning & Teaching Quality Committee, and to the Academic Board.
- 8.4.2 If required, the Program Manager may authorise another staff member to act as nominee for the academic integrity officer for a period of time, or to manage a particular case. It is expected that the authorised nominee will have undertaken professional development to manage cases of academic misconduct within their discipline.
- 8.4.3 In the procedures relating to academic integrity outlined below (clauses 8.5 – 8.8), an academic staff member nominated by the Program Manager, may act for the Program Manager.
- 8.5 Initial inquiry
- 8.5.1 If a staff member suspects that a student has committed academic misconduct as defined in clause 8.2.1, the staff member will discuss the issue with the campus academic integrity officer.
- 8.5.2 If the academic integrity officer believes the issue warrants further investigation, the academic integrity officer will notify the student of their concerns in writing within five working days, and request that the student attend a meeting to discuss the issue. The meeting should occur within 15 working days of the initial notification. If the student is unable to attend the meeting, the discussion may occur via email or phone/internet telecommunications.
- 8.5.3 The student may be assisted or represented at the meeting by:
- a LCBA approved support person; or
 - a representative of partner institution; or
 - any LCBA or delivery partner staff member or student.
- 8.5.4 As a result of the discussion with the student, the academic integrity officer may determine one of the following outcomes:
- no academic misconduct was involved. No further action will be taken and no information will be recorded in the central database (see clause 8.8);
 - academic misconduct has occurred. The academic integrity officer will provide academic counselling to the student and may apply one of the following further outcomes:
 - re-submission of the assessment task, if re-submissions are allowed in the course, or
 - another outcome appropriate to the case but with an impact less serious than failure with a zero score in the assessment component of the course, or

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- failure with a zero score, in the assessment component of the course,
 - a more serious outcome is appropriate. The academic integrity officer will provide their record of the initial inquiry to the Program Manager with a recommendation that the Program Manager initiate a formal inquiry.
- 8.5.5 The academic integrity officer will decide on the most appropriate outcome, irrespective of whether the student chooses to participate in the initial inquiry.
- 8.5.6 If the academic integrity officer determines that academic misconduct has occurred, they will:
 - record the case in the central database (see clause 8.8);
 - provide a report to the student and the course co-ordinator within ten working days of the meeting with the student; and
 - provide a copy of the report to the relevant Student Services office to be retained on the student's file.
- 8.5.7 The student must advise the academic integrity officer in writing that they either accept or reject the proposed outcome within five working days from the date specified in the academic integrity officer's report. The student's failure to respond will not alter the outcome.
- 8.5.8 The student may accept the proposed outcome in writing at any time before a formal inquiry.
- 8.5.9 If the student rejects the proposed outcome, the academic integrity officer will advise the Program Manager, provide them with a record of the initial inquiry and recommend that the Program Manager initiate a formal inquiry.
- 8.5.10 Cases of academic misconduct that do not relate to a particular course will be referred to the Program Manager to undertake a formal inquiry.
- 8.6 Formal inquiry
 - 8.6.1 In accordance with clause 8.5.4 the Program Manager must convene a formal inquiry after receiving a recommendation from an academic integrity officer, unless the Program Manager determines that:
 - there is insufficient evidence to proceed with the case. The Program Manager will notify the academic integrity officer and the student in writing. No further action will be taken and any record of the investigation will be removed from the central database;
 - the student's actions constitute academic misconduct that warrants an outcome less serious than failure with a zero score in the assessment component of the course. In this case, the following actions will occur:
 - the Program Manager will meet with the student. The student may be assisted or represented at the meeting by a LCBA approved support person, any LCBA or delivery partner staff member or student. The student will be allowed to resubmit the assessment if re-submission is permitted in the course, or another appropriate outcome will be applied

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- that is less serious than failure in the assessment component of the course,
- the matter will be referred back to the academic integrity officer for implementation, and
 - the academic integrity officer will notify the student and the course coordinator of the outcome, in writing.
- 8.6.2 If a formal inquiry is required, the Program Manager will establish a committee consisting of:
- the Program Manager, or their nominee, as chair;
 - a member of academic staff nominated by the Program Manager. This person is usually an Academic Integrity Officer or other member of academic staff;
 - a nominee of the Academic Registrar.
- 8.6.3 The formal inquiry may proceed even if all members are not present, provided there is a quorum of three which must include the chair.
- 8.6.4 The academic staff member and/or academic integrity officer who initiated the case may present their concerns to the inquiry, but is not permitted to serve as a member of the committee.
- 8.6.5 The Program Manager will write to the student at least five working days before the formal inquiry is due to commence. The letter will:
- provide information about the alleged misconduct;
 - invite the student to attend the inquiry;
 - include a copy of the documentation that is provided to the formal inquiry committee;
 - include a copy of this policy;
 - If the student is unable to attend in person, they may participate via phone/internet telecommunications.
- 8.6.6 The chair of the formal enquiry is responsible for ensuring that the confidentiality of third parties is maintained where required, when documents are circulated.
- 8.6.7 The student may be assisted or represented at the inquiry by:
- a LCBA approved Advocacy Officer; or
 - a representative of the LCBA partner institution; or
 - any LCBA staff member or student.
- 8.6.8 The formal inquiry may proceed whether or not the student responds or attends.
- 8.6.9 The formal inquiry may determine that:
- the student's actions do not constitute academic misconduct, and no further action will be taken. If the inquiry arose following the removal of a student

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

from a placement (see Section 4 of this Manual), the student may be reinstated in the existing placement or arrangements made to undertake an alternative placement;

- the student's actions constitute academic misconduct that warrants an outcome equal to or less serious than failure in the assessment component of the course. The student will be allowed to resubmit the assessment if re-submission is permitted in the course, or another appropriate outcome will be applied that is less serious than failure in the assessment component of the course. Where appropriate, the matter will be referred back to the academic integrity officer for implementation. If the inquiry arose following the removal of a student from a placement (see Section 4 of this Manual), the student may be reinstated in the existing placement or arrangements made to undertake an alternative placement, following academic counselling from the academic integrity officer;
- the student's actions constitute academic misconduct that warrants an outcome more serious than failure in the assessment component of the course. The formal inquiry committee will notify the student by registered mail within five days of their decision to apply one of the following outcomes:
 - failure in the course, or
 - failure in the course and suspension from the course for a period not exceeding one year, or
 - suspension from LCBA for a period not exceeding three years, or
 - another outcome appropriate to the case but with an impact less serious than expulsion from LCBA, or
 - expulsion from LCBA;
- In cases of fraud, the matter may also be referred to police.

8.6.10 If the formal inquiry concludes that the action of the student warrants suspension from LCBA, the letter to the student will include all the reasons for the outcome and advice that:

- re-admission to any Program at LCBA will not normally be considered during the suspension;
- for a suspension period equal to or greater than two years, students are required to submit an application for re-admission to LCBA which will follow normal procedures and is not guaranteed, and
- students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance.
- they have the right to appeal the decision of the formal inquiry
- international students will, in addition, be advised that:

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- the suspension will be reported to the Australian Government which will result in the cancellation of their Confirmation of Enrolment (CoE) and may affect their student visa
- if they access the internal appeals process their CoE will be maintained until the internal appeal is complete unless extenuating circumstances apply.

8.6.11 The chair will communicate the outcome of the inquiry in writing to the following people, within five working days:

- the student, via their student email. In addition to email, for outcomes set out in clause 8.6.9; a copy of the communication will also be sent to the student's postal address.
- the relevant academic integrity officer;
- the course co-ordinator and Program Manager;
- the LCBA partner administration office to be retained on the student's file.

8.6.12 If the outcome of the inquiry is one of those listed under clause 9.6.9 the Program Manager will include a copy of this policy in their correspondence to the student, and will advise the student of their right of appeal.

8.7 Appeals

8.7.1 The student has the right of appeal against the decision of the formal inquiry committee.

8.7.2 The student may appeal in writing to the LCBA Academic Registrar within 20 working days of being notified of the outcome of the formal inquiry. The LCBA Academic Registrar will collate relevant documentation, including the appeal and records of any prior inquiries involving the student, and provide this to the Student Appeals Committee for final resolution in accordance with Section 11 of this Manual.

8.7.3 Students may continue their Program of study while awaiting the outcome of an internal appeal, unless LCBA considers that this places the student at medical risk. In these cases, appropriate supporting documents confirming that the student is fit to continue studying must be provided to LCBA partner administration office, to be retained on the student's file.

8.7.4 If a student appeals a decision to suspend them from LCBA and the student is not successful in their internal appeal, the suspension will commence in the next applicable study period, or in the current study period if the student is formally notified of the appeal decision before the census date. For students in their final study period, the suspension will be applied as specified in the suspension correspondence.

8.7.5 Practice-based learning activities may only continue if they are part of a course not affected by the appeal.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

8.8 Recording information about academic misconduct

- 8.8.1 LCBA will store information about academic misconduct and breaches of examination procedures in a central database. The information will be stored for a minimum period of seven years from the date of the last recorded incident.
- 8.8.2 If the academic integrity officer determines that no academic misconduct or breach of examination procedure occurred then no information will be recorded.
- 8.8.3 All academic integrity officers will have access to information in the central database, for consideration when determining whether a student's actions constitute academic misconduct, and determining the appropriate outcome.
- 8.8.4 If an academic integrity officer determines that a student has breached an examination procedure but that the breach does not constitute academic misconduct, the following information will be recorded in the central database:
- details about the student, the Program, the course and the examination;
 - the type of breach (see Section 5 of this Manual); and
 - the counselling provided to the student.
- 8.8.5 If an academic integrity officer's initial inquiry determines that academic misconduct occurred, the following information will be recorded in the central database:
- details about the student, the Program, the course and the assessment task
 - the type of academic misconduct (see clause 8.2.1);
 - the factors taken into consideration (see clause 8.2.3);
 - the information on which the determination is based;
 - the outcome (see clause 8.5.4) and reasons for the outcome; and
 - whether the student agreed or rejected the proposed outcome (see clause 8.5.7).
- 8.8.6 If a case is referred to the Program Manager (see clause 8.6.1), the Program Manager will have access to the information stored regarding the initial inquiry relating to that case, and to any other cases recorded against that student, in order to assist in their determination.
- 8.8.7 If the Program Manager concludes that the student's actions constituted academic misconduct, they will record the outcome and the factors taken into consideration, in the central database.



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 8.8.8 If a formal inquiry is convened, the committee will have access to the information stored regarding the initial inquiry and to any other cases recorded against that student. The committee will record its determination in the central database, including:
- the factors taken into consideration in determining an outcome (see clause 8.2.3);
 - the information on which the determination is based; and
 - the outcome, and reasons for that outcome.
- 8.8.9 If a student appeals the outcome of a formal inquiry (see clause 8.7), the Student Appeals Committee will have access to the information stored in the database regarding the initial inquiry, the formal inquiry, and any other cases recorded against that student.
- 8.8.10 In addition to the information stored in the central database, copies of any decisions communicated to a student resulting from an investigation into academic misconduct or breaches of exam procedures must be provided to LCBA partner administration office to be retained on the student's file.
- 8.8.11 The student's transcript will record a suspension during the period in which it is active, or an expulsion, but will not record any other outcome.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

9. Academic Review

PURPOSE

This Section prescribes the policy and procedures for identifying and managing students who are making unsatisfactory progress.

RELEVANT TO

All students enrolled in postgraduate coursework Programs.

9.1 Monitoring unsatisfactory progress

9.1.1 As part of good teaching practice, academic staff are responsible for identifying students at academic risk as soon as possible, and making adequate time available for giving advice and assistance to those students, or recommending that they seek appropriate personal and/or academic support.

9.1.2 At the end of each academic review period (see Definitions), each student's results will be assessed against the criteria used to identify students who have made unsatisfactory progress.

9.1.3 The criteria for unsatisfactory progress are:

- failing a course for the second time; or
- failing courses in an academic review period, resulting in a grade point average for that period of less than 4.00 (applies only where a student is enrolled in two or more courses in an academic review period); or
- failing a practice-based learning activity, where that failure constitutes failure in the course (see clause 4.5).

9.1.4 A student who has been identified as making unsatisfactory progress will be notified. An academic review notation will also be entered on their student record indicating they have been 'notified' for that academic review period.

9.1.5 If a student is identified as making unsatisfactory progress, LCBA will implement an intervention strategy intended to assist the student to improve their performance in their Program (see clauses 9.2 to 9.3).

9.1.6 A student's academic review status remains current in circumstances where the student is transitioned to the new Program as a result of the Program approval process.

9.2 Procedures for the mid-year review of academic progress

9.2.1 Students who have been identified as making unsatisfactory progress in their Program for the first time will be notified in writing, explaining why they have been identified and requiring them to meet with their course co-ordinator or Program Manager, either in person, or via email or phone/internet telecommunications. A copy of this correspondence is retained on the student's file.



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 9.2.2 Possible intervention strategies resulting from the discussion with the course co-ordinator or Program Manager may include but are not limited to:
- group academic counselling organised by the campus learning support service;
 - further discussion between the student and the course co-ordinator or Program Manager, either in person, or via email or phone/internet telecommunications;
 - a recommended Program of study over a specified period of time to assist the student's progress;
 - a reduction in load;
 - leave of absence;
 - referral to LCBA Student Services Course or LCBA partner administration office for a full assessment of the student's circumstances and a personalised study plan.
- 9.2.3 If a student is identified as making unsatisfactory progress in their Program for a second or subsequent time, they will be notified in writing that they are required to attend formal academic counselling with their Program Manager or academic staff nominee. A copy of this correspondence must be provided to LCBA Student Services, to be retained on the student's file.
- 9.2.4 A student who is required to attend formal academic counselling may be accompanied by:
- an independent person; or
 - a representative of the LCBA partner institution; or
 - any LCBA staff member or student.
- 9.2.5 Possible outcomes of formal academic counselling may include:
- further discussion between the student and the course co-ordinator or Program Manager, either in person, or via email or phone/internet telecommunications;
 - a recommended Program of study over a specified period of time to assist the student's progress;
 - a reduction in load;
 - leave of absence;
 - referral to the Student Engagement Course or LCBA partner administration office for a full assessment of the student's circumstances and a personalised study plan.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 9.2.6 Academic or Student Services staff who have counselled a student in relation to their academic progress must complete a Study Plan. The staff member must send the original Academic Review Action Plan to the Program Manager or LCBA Student Services to be retained on the student's file and provide a copy to the student. Hard copies must be sent to students who do not have access to electronic resources.
- 9.2.7 Students should keep a copy of the Study Plan for their own records.
- 9.2.8 Due to the short interval between study periods at mid-year, academic review committees (see clause 9.3) will normally consider preclusion only at the end of the academic year. However, if a student is:
- identified as making unsatisfactory progress for the third time at mid-year and has previously been considered for preclusion; or
 - and has received a final grade of F for all courses in an academic review period the academic review committee may choose to consider preclusion at mid-year.
- 9.3 Procedures for the end-of-year review of academic progress
- 9.3.1 If, at the end of an academic year, a student is identified as making unsatisfactory progress in their Program for the first or second time, the same procedures as for mid-year review will apply (see clause 9.2).
- 9.3.2 If, at the end of an academic year, a student:
- Is identified as making unsatisfactory progress in their Program in three or more academic review periods; or
 - has received a final grade of F for all courses in an academic review period the Program Manager establishes an academic review committee to consider their case.
- 9.3.3 The academic review committee may decide on one of the following outcomes:
- formal academic counselling and ongoing monitoring of progress; or
 - preclusion.
- 9.3.4 When considering a student for preclusion, the academic review committee will take into account a part-time study load and its impact on the GPA calculation.
- 9.3.5 If the academic review committee decides that formal academic counselling is appropriate, the student will be notified in writing that they are required to attend formal academic counselling with their Program Manager or academic staff nominee. A copy of this correspondence must be provided to LCBA Student Services, to be retained on the student's file.
- The Program Manager will monitor the student's progress in subsequent study periods, and may require the student to attend further meetings;
 - If the student continues to make unsatisfactory progress, the Program director may recommend that a special meeting of the academic review committee be convened to consider preclusion.



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

9.3.6 Students cannot appeal against the academic review committee's decision to require them to attend formal academic counselling with subsequent ongoing monitoring of progress.

9.3.7 If the academic review committee decides that a student should be precluded, the student will be notified by registered mail that:

- they have the right to appeal the decision of the academic review committee (see clause 9.4);
- their enrolment in the Program will be discontinued if the student does not appeal, or their appeal is denied by the LCBA Dean;
- application for re-admission to a Program at the same level in the same discipline will not normally be reconsidered for two years;
- application for re-admission will follow normal procedures and is not guaranteed;
- students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance.

A copy of this correspondence must be provided to LCBA Student Services to be retained on the student's file.

9.3.8 A record of the academic review committee meeting will be kept and should include:

- the date and time of the meeting
- the members of the academic review committee
- the information considered by the academic review committee in reaching its decision
- the decision reached, and
- the reasons for the decision.

9.3.9 A student has the right to appeal a decision to preclude them. The student can appeal a decision of the academic review committee to the LCBA Dean.

9.3.10 If a student does not appeal or an appeal is denied, the preclusion will be recorded against the student's Program, and will appear on their academic transcript.

9.3.11 A student cannot submit an appeal directly to the LCBA Appeals Committee (see Section 11 of this Manual) without their case first being heard by the LCBA Dean (see clause 10.4).

9.4 Appealing against preclusion

9.4.1 The LCBA Appeals Committee will consider appeals against preclusion from a Program. The appeals committee will be chaired by the LCBA Dean or nominee, and will consist of:

- at least two LCBA academic staff representatives;



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- the relevant Program Manager, or nominee.
- 9.4.2 Members of the initial academic review committee should not also be members of the appeals committee.
- 9.4.3 The committee may proceed even if all members are not present, provided there is a quorum of three, which must include the chair.
- 9.4.4 Students intending to appeal against preclusion must lodge the prescribed form with LCBA Student Services within 15 working days from the date on the preclusion letter. Appeals must be supported by relevant documents, for example any action taken by the student in response to previous intervention strategies (see clause 10.2.2).
- 9.4.5 The chair of the academic review committee constituted under clause 9.3 and/or the relevant Program Manager will be invited to attend, or make a submission to, the appeals committee about the decision to preclude the student.
- 9.4.6 The chair of the appeals committee will write to the student at least five working days before the committee is due to meet. The letter will invite the student to attend the meeting to present their appeal. The student may be assisted or represented at the meeting by:
- a LCBA approved Advocacy Officer;
 - a representative of the LCBA partner institution;
 - any LCBA staff member or student;
 - If the student is unable to attend in person, they may participate via phone/internet telecommunications.
- 9.4.7 No party will be permitted to have legal representation at an appeals hearing.
- 9.4.8 If the student raises new or additional information in support of their appeal, the appeals committee may require the student to provide supporting documents within a specified time frame. If the student does not provide the supporting documents as requested, the committee will determine the outcome on the basis of the original appeal.
- 9.4.9 The appeals committee will notify the student of its decision via their student email within five working days from the appeals committee meeting for the review period. A copy of the communication will also be sent to the student's postal address. This letter will provide information about further appeals available under Section 11 of this Manual, if relevant. Copies of the letter will be provided to:
- the Program Manager;
 - LCBA Student Services to be retained on the student's file.
- 9.4.10 Students may continue their Program of study while awaiting the outcome of a division board appeal, unless LCBA considers that this places the student at medical risk. In these cases, appropriate supporting documents confirming that the student is fit to continue studying must be provided to LCBA Student Services to be retained on the student's file.



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- 9.4.11 If the LCBA Appeals board denies the student's appeal, their enrolment will be amended to state that they have been precluded.
- 9.4.12 A copy of all correspondence, and any other relevant documentation must be provided to LCBA Student Services to be retained on the student's file.
- 9.4.13 A record of the appeals committee will be kept and include:
- the date and time of the meeting
 - the members of the appeals committee
 - the information considered by the appeals committee in reaching its decision
 - the decision reached, and
 - the reasons for the decision.

The record will be retained at LCBA Student Services.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

10. LCBA Appeals Committee

PURPOSE

The LCBA Appeals Committee is a committee of the Academic Board and is the final avenue of appeal available within LCBA.

THIS SECTION PRESCRIBES:

- the Committee membership;
- the process for lodging and hearing appeals;
- how the Committee communicates its decisions.

RELEVANT TO

All enrolled students of LCBA postgraduate programs.

10.1 Grounds for appeal

10.1.1 A student is entitled to lodge an appeal with the Appeals Committee if:

- the student is appealing a decision referred to in clause 10.1.2; and
- the appeal does not relate to fraud as determined by a formal inquiry committee (see clause 8.6); and
- the appeal has not previously been heard by the LCBA Appeals Committee; and
- all other avenues of appeal within LCBA have been exhausted.

10.1.2 The following decisions are eligible for consideration by the Appeals Committee:

- a decision of a formal inquiry committee relating to:
 - academic misconduct at an examination (see Section 5 of this Manual);
 - academic misconduct during a practice-based learning activity (see *Work Integrated Learning Policy*);
 - academic misconduct (see Section 8 of this Manual).
- a decision of the LCBA Dean relating to a final grade, if the student:
 - fulfilled all of the assessment requirements, including any attendance requirements, and
 - has exhausted all other avenues for resolving the appeal prescribed in clause 7.6.2; and
 - is appealing on the grounds that:
 - the assessment policies and procedures in this Manual were not correctly adhered to, or
 - the course teacher or course co-ordinator did not give due consideration to the student's requirements in the assessment process leading to the final grade, after they had been formally notified of the student's requirements in accordance with LCBA's provisions for students with disabilities;

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

- A decision of a LCBA appeals committee to preclude a student following academic review, providing the appeal is based on the grounds that either:
 - the policy and /or procedures for academic review in Section 10 were not correctly followed, or
 - information is now available that supports previous claims made by the student to support their appeal. The information must be from the period of time leading up to the date on which the appeal was heard, and must not have been available at the time the decision was made.

10.2 Lodging an appeal

- 10.2.1 The student must lodge an appeal using the prescribed form and attach supporting documents. The appeal must be lodged with LCBA Student Services within 15 working days from the date specified in the letter notifying the student of the relevant decision. Lodgement of appeals will be acknowledged in writing within two working days.
- 10.2.2 The LCBA Dean or nominee will decide whether or not the appeal meets the relevant criteria and notify the student in writing within five working days of the lodging of the appeal that:
- the appeal has been denied, including the grounds for denial; or
 - the appeal has been provided to the Appeals Committee for consideration.
- 10.2.3 In considering the grounds for appeal, the LCBA Dean or nominee may refer the case back to the relevant staff member or committee to negotiate a satisfactory outcome for the student. This will not be used to deny a student access to the Appeals Committee if they meet the criteria for an appeal, but as an effective way of resolving issues locally before proceeding to appeal.
- 10.2.4 The LCBA Dean or nominee will report the outcome of their decision to the relevant Student Services office, and the Appeals Committee.
- 10.2.5 The decision of the LCBA Dean or nominee regarding eligibility for appeal to the Appeals Committee is final. No further avenues of appeal are available within LCBA, though external avenues are noted at clause 10.6.
- 10.2.6 Students may continue their Program of study while awaiting the outcome of an internal appeal, unless LCBA considers that this places the student at medical risk. In these cases, appropriate supporting documents confirming that the student is fit to continue studying must be provided to Student Services, to be retained on the student's file.
- 10.2.7 If the student's appeal is denied, their enrolment will be amended in accordance with the relevant decision.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

10.3 Appeals Committee membership

10.3.1 The membership of the Appeals Committee consists of:

- a nominee of the Academic Board who will Chair the meeting;
- three LCBA academic staff members who are nominated and appointed by the Academic Board. In the event that one or more of these members cannot attend, the Chair of Academic Board will nominate alternative academic staff;
- the Academic Registrar of LCBA or their nominee.

10.3.2 Members of the Appeals Committee should not include members involved in a student's previous appeals decisions.

10.4 Appeals Committee procedures

10.4.1 Appeals Committee hearings will be conducted in accordance with the principles of natural justice (see Definitions). A copy of the documentation that is provided to the committee must also be provided to the student who has lodged the appeal. The chair of the Committee is responsible for ensuring that the confidentiality of third parties is maintained where required, when documents are circulated.

10.4.2 The quorum of the committee is three members.

10.4.3 The committee will consider relevant reports and any further written submissions from:

- the student lodging the appeal;
- the relevant Program Manager;
- the chair or nominee of the committee which made the decision under appeal, if applicable; and
- any other staff or committees involved in making the decision under appeal.

10.4.4 The committee will invite the following people to attend the hearing:

- the student lodging the appeal. If the student is unable to attend in person, they may participate via phone/internet telecommunications;
- the staff member responsible for the decision that is under appeal.

10.4.5 The student may be assisted or represented by a support person (subject to 10.4.6).

10.4.6 No party will be permitted to have legal representation at the appeals hearing.

10.4.7 The committee will provide for any special needs of the student, such as an interpreter.

10.4.8 The committee operates under the authority of the Academic Board. It may confirm, amend, vary or overturn a decision.

10.4.9 A decision of the Appeals Committee is final and no further avenues of appeal exist within LCBA. For external avenues of appeal see clause 10.6.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

10.4.10 The committee will submit an annual report to Academic Board providing information about the number of appeals received and decisions, with any additional comments as required.

10.5 Notification of decisions

10.5.1 The executive officer to the committee will notify the student via their student email within five working days of the committee's decision. A copy of the communication will also be sent to the student's postal address. The notification will include:

- the committee's decision
- the reasons for the decision
- their external rights and
- the implications for their Confirmation of Enrolment (CoE) and student visa, if the student is an international student.

Copies of all relevant correspondence will be provided to:

- the academic staff member concerned;
- the staff member responsible for the decision that is under appeal;
- the academic integrity officer, where applicable;
- the Program Manager;
- Student Services, to be retained on the student's file.

10.5.2 If required, the Academic Registrar will amend the grade in the student record system, and ensure that any relevant notation is entered on the student record.

10.5.3 A record of the Appeals Committee will be kept and include:

- the date and time of the meeting
- the members of the appeals committee
- the information considered by the appeals committee in reaching its decision
- the decision reached, and
- the reasons for the decision.

The record will be retained at LCBA Student Services.

10.6 Further avenues of appeal

10.6.1 Students have the right to appeal decisions made by LCBA in accordance with this manual through the following external avenues:

- Overseas Students Ombudsman;
- Council of Private Higher Education (COPHE);

Contact details for these bodies can be found on their websites.



ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

10.6.2 If a student pursues an appeal through an external body:

- their place in the Program will be held, pending the outcome of the appeal. However, the student will not be permitted to enrol in further courses, or incur further fees;
- the student must advise Student Services in writing that an appeal has been lodged with an external body, including the name of that body, within ten working days of lodging the appeal;
- the student must advise Student Services in writing of the outcome of the appeal within ten working days from the date specified in the letter from the external appeal body.

10.6.3 If the appeal is unsuccessful, LCBA will take the appropriate action, irrespective of whether the student chooses to pursue further avenues of external appeal. For international students, this will mean cancellation of their Confirmation of Enrolment which may result in cancellation of their student visa.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

11. Definitions

Academic Review Periods

The teaching periods from which results are collated to identify students who are making unsatisfactory progress.

Academic review is also conducted when secondary assessment grades are finalised to identify students who have not improved their grades as a result of secondary assessment.

Assessment

A measure of a student's skill and knowledge based on judgments about the extent to which a student has achieved course objectives and demonstrated Graduate Qualities. Assessment can take a variety of forms, including:

- **Continuous assessment tasks**
These occur within scheduled class time and do not require additional preparation time beyond normal class participation. A course may contain multiple continuous assessment tasks during a study period. Collectively these are known as a set of continuous assessment tasks.
- **Criterion referenced assessment**
The assessment of student performance against pre-determined criteria related to the course objectives and graduate qualities. The criteria by which work will be judged are made explicit and the grade awarded reflects how well the student has met the criteria.
- **Formative assessment**
Formative assessment helps students and staff to identify strengths, weaknesses and ways to improve and enhance learning. Formative assessment provides students with feedback about the quality of their work and ways to improve. Formative assessment does not contribute to the final grade.
- **Summative assessment**
A formal method of assessment that provides information to judge the extent to which a student has achieved course and Program objectives. Summative assessment is used to determine final grades. Final summative assessment occurs at the end of a study period.

Assessment Period

Each teaching period consists of a teaching period and an assessment period. The assessment period occurs after the teaching period is complete. Final summative assessment, including examinations, occurs during the assessment period.

Bilingual Print Dictionary

A dictionary that translates words or phrases from one language to another, without providing a definition of the word in either language.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

Community Service

Non-academic activities that impose some restriction on a student's capacity to participate in, or complete an assessment requirement, for example elite athletes, elite performers, jury duty and Defence Forces service.

English Language Print Dictionary

A dictionary that contains words in the English language and provides information about meaning, pronunciation, origin and inflected forms. It does not include a thesaurus.

Enrolled Student

A student who has approved leave or load recorded on the student record system against a course, or on a single course basis, at the census date for at least one study period in an academic year.

Examination

A form of final summative assessment where a student is required to undertake a specified academic task within a specified period of time, normally between one and three hours. The location of the examination and access to external assistance is regulated.

LCBA examinations can be closed book, open book, or part-open book:

- closed book examinations do not allow students to bring any materials into the examination room. Students who are eligible for an agreed variations are entitled to bring the materials allowed as agreed;
- open book examinations allow students to bring all relevant materials into the examination room except books from the LCBA and/or delivery providers library;
- part-open book examinations allow students to bring materials into the examination room, as specified by the course co-ordinator and in the course outline.

Full-Time Study Load

The standard annual full-time load is courses of study or 1.0 EFTSL (Equivalent Full-Time Student Load) per teaching period. A student undertaking at least 75 per cent of a full-time load for the academic year will be full-time for that year. A student undertaking at least 75 per cent of a full-time load for either the first half or second half of the year, will be full-time for that half year.

Grade

A qualitative descriptor used to signify a range of percentage marks, or the status of a result. Grades indicate the level of performance in a course against specified criteria and standards. Grades are awarded in all courses and courses.

Grade Point Average (GPA)

A student's academic performance at Le Cordon Bleu Australia (LCBA) is assessed based on the Grade Point Average (GPA) for each term. The GPA is calculated using the number of courses that a student has attempted (including Fail grades) and the point value for the grade achieved. The GPA is also used to determine academic progression and academic awards.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

The GPA is calculated using the following formula:

Each final grade is awarded a numerical value shown in the table below:

Grade	Value
High Distinction (HD)	7
Distinction (D)	6
Credit (C)	5
Pass Level 1 (P1)	4.5
Pass Level 2 (P2)	4.0
Conceded Pass (CP)	3
Fail Level 1 (F1)	1.5
Fail Level 2 (F2)	1
Withdrawn Fail (WF)	0

The following are not counted in the calculation of the GPA:

- Pass Non Graded (PNG);
- Fail (Non Graded);
- Withdrawal (no fail) (W);
- Advanced Standing (AS)

Where a student has repeated a course, both grades will be counted towards the GPA, and both results will remain on the official academic transcript. The GPA calculation does not include courses for which Advanced Standing/Credit has been granted.

The formula is:

$$\text{GPA} = \frac{\sum (\text{grade value} \times \text{course credit points})}{\sum \text{course credit points}}$$

- multiply each grade value by the course credit points;
- total the resulting values (weighted GPA course score);
- total the course credit points;
- divide the total of the weighted GPA course score by the total of the course credit points;
- calculate to three decimal points but only 2 decimal points are recorded.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

Example

Course	Mark	Grade	Grade Value	Course Credit Points	Weighted GPA Course Score (Grade Value x Course Credit Points)
Communication	63	P1	4.5	3	13.5
Kitchen Operations Management	80	D	6	4.5	27.0
Food & Beverage Service	40	F	0	4.5	0.0
Hospitality Financial Management	85	HD	7	4.5	31.5
Accounting Principles & Practices	96	HD	7	3	21.0
				19.5	93.0

$$GPA = 93.0 \div 19.5$$

$$GPA = 4.769$$

Invigilator/Chief Invigilator

A staff member, or authorised nominee, who is responsible for supervising examinations.

Intervention Strategy

Action taken by LCBA to assist a student who is making unsatisfactory progress in their Program.

Mark

A quantitative value, often expressed as a percentage, which is awarded for an assessment task. Not given to the student – a grade is supplied to students.

Medical Certificate

A signed statement from a registered medical practitioner, health practitioner or approved health specialist certifying a period of time during which a student is/has been affected by a medical condition impacting on their academic participation and/or attendance.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

A medical certificate may be issued by the following medical and health practitioners registered under the Health Practitioner Regulation National Law:

- medical practitioner;
- psychologist;
- dentist;
- optometrist;
- physiotherapist;
- pharmacist;
- other health specialists as approved. See the Medical Board of Australia's List of specialties, fields of specialty practice and related specialist titles

Medical certificates maybe verified and ones found to be altered or fake may result in Fail grades being awarded and immediate expulsion for fraudulent behaviour by the student.

Notation

An abbreviated form for recording a grade (for example 'HD' for High Distinction) or grade action (for example 'I' for Incomplete).

Online Course

A course delivered where all communication and access to/distribution of learning resources occur electronically.

Natural Justice

(also called 'procedural fairness') depends on the circumstances of the matter and is generally a process that seeks to ensure fairness to all parties. It includes the following principles:

- all parties must be given an opportunity to present their case;
- the respondent must be provided with notice and information about allegations made against them;
- the respondent must be given a reasonable timeframe within which to respond;
- the decision maker must:
 - act fairly and without bias,
 - declare any conflict of interest,
 - consider all relevant evidence before the decision maker,
 - base any decision on evidence that supports it;
- all parties must be informed of the decision in relation to the complaint, and the reasons for that decision

Part-Time Study Load

A student undertaking less than a full-time study load. See definition of full-time study load.

ASSESSMENT POLICIES AND PROCEDURES MANUAL POSTGRADUATE

Program Manager

An academic staff member who is responsible for providing academic leadership of a Program.

Religious Observance

Formal religious practices which impose some restriction on a student's capacity to participate in, or complete, an assessment task.

Teaching Period

The period during which teaching activities such as lectures, tutorials, practicals, workshops and placements are scheduled during a study period. This is represented by the start and end dates of scheduled classes.

Course Outline

The document provided to students detailing course content, learning outcomes and assessment requirements.

Course Site

The learning and teaching website for a specific course. Students enrolled in a specific course can access all course learning activities, resources and administrative information from the course site.

12. Summary of changes since last review

Authored by	Description
Registrar	The criteria for unsatisfactory academic progress changed to specify that the minimum GPA criteria applies only to students enrolled in two or more courses (units) (section 9.1.3) Example of GPA calculation in Definitions section updated to reflect actual grades and grade points.