

Monash University Procedure

Procedure Title	Unit Assessment Procedures
Parent Policy	Assessment in Coursework Units Policy These procedures must be read in conjunction with Monash University (Academic Board) Regulations Part 3 , and Assessment in Coursework Units Policy .
Date Effective	09-December-2015
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Procedure Owner	Deputy Vice-Chancellor (Education)
Category	Operational
Version Number	1.8
Content Enquiries	Education Policy Unit
Scope	This policy applies to all coursework units. It does not apply to the thesis component or equivalent of a graduate research course.
Purpose	The purpose of this policy is to define the nature of assessment at Monash for units involving coursework, including as part of a graduate research course.
PROCEDURE STATEMENT	

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A. Assessment Regime

1. Design and Approval: The assessment regime for a unit is designed by the faculty teaching the unit having regard to the principles of good assessment practice outlined in the [Assessment in Coursework Units Policy](#) and the broader course assessment regime. The assessment regime of a unit is approved by the Dean (or delegate) owning the unit at the time that it approves the unit as a whole. Any amendments to the assessment regime must also be approved by the Dean (or delegate).
2. Multi-offerings: When a unit is offered in a particular teaching period in multiple modes and/or locations, the unit assessment regime will be identical in all modes and/or locations.

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3. Multi-level units: When a unit is taught at more than one level, a qualitative distinction must be made in relation to the assessment required at each level.
4. Assessment load: The design of the assessment regime must take into account the workload requirements of the unit which are indicated by credit points associated with the unit, as outlined in the Course Design Policy.
5. Feedback: The design of the assessment regime must take into account the requirement for feedback to be given to students on their assessments, and in particular the expectation of students receiving feedback on submitted work before the next assessment is due.
6. Weighting of assessment tasks: Unless impractical, there must be at least two assessment tasks for any given unit, with no single task being worth more than 80% of the total unit assessment.
7. Hurdle requirements:
 - 7.1. Where a unit has compulsory hurdle requirements that must be met in order to achieve a satisfactory result in the unit, these requirements must fulfil one or more of the stated unit learning outcomes.
 - 7.2. Hurdle requirements may include activities that are class-based or that need to be undertaken outside regular scheduled class times.
 - 7.3. Failure to meet a hurdle requirement must have a clearly defined outcome for a student's final result.

Responsibility

Associate Deans (Education)
Associate Deans (Research Training)
Faculty Education Committee
Graduate Research Committee

B. Implementation of the Assessment Regime

1. The implementation of the assessment regime of a unit is a coordinated process under the direction of the Chief Examiner or nominee who must ensure that all assessment tasks are aligned with and mapped against unit outcomes, content and learning activities and those criteria by which the student work will be judged are defined and applied.
2. Faculties should have procedures in place to ensure the integrity of assessment is maintained across different teaching periods for each of their units. The procedures will depend on the nature of the discipline, but should adhere to the following principles:
 - 2.1. In assessment tasks worth 30% or more, no substantial part of the task can be copied verbatim from a previous assessment, including examination papers, to which students may have access. This includes papers that have been copied to students upon request.
 - 2.2. Previous questions can be adapted for re-use, provided that the formulation of the factual situation and/or the questions themselves have been significantly altered.

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3. The Chief Examiner must ensure that all major assessment tasks are scrutinised by one or more other relevant members of academic staff who will validate compliance with the principles of good assessment practice outlined in the [Assessment in Coursework Units Policy](#).
4. External examiners must be appointed for each unit taught and/or assessed in a language other than English (other than units taught to develop proficiency in a language). These individuals must be fluent in both English and the language of teaching/assessment, as well as competent in the discipline area of the unit or course.
5. Unit offerings involving multiple modes and/or locations:
 - 5.1 Unit coordinators must be appointed for each mode and/or location of a unit offering.
 - 5.2 The Chief Examiner must establish a unit management group comprising the coordinators from all modes and/or locations involved in offering the unit to ensure that the assessment tasks and standards are equivalent across all modes and/or locations.
 - 5.3 The unit management group must work collaboratively, under the guidance of the Chief Examiner, to agree on the design, content and standards of all assessment for the unit offering and the respective marking criteria.
 - 5.4 Where in-semester assessment is equivalent but not identical across all modes and/or locations, the Chief Examiner must approve equivalence and keep records of variations.
 - 5.5 The final examination must be identical for all students enrolled in the offering of the unit, unless an exception to this rule is granted by the Deputy Vice-Chancellor (Education) (or delegate).
6. The scheduling of assessment tasks:
 - 6.1 The following principles need to be considered in relation to the scheduling of assessment tasks:
 - Tasks should be scheduled at an appropriate time to assess student achievement against learning outcomes and to provide feedback that is constructive and supportive of further learning.
 - The scheduling of assessment tasks should be conducted with an awareness of the overall coursework load of students.
 - Communication to students about the nature and timing of assessment tasks should occur as early as practicable in the teaching period.
 - 6.2 Chief Examiners of first year units offered in a standard semester are expected to ensure that at least one assessment task in the unit is submitted and returned by the end of teaching week six of the semester in order to provide timely and constructive feedback that is supportive of further learning.
 - 6.3 During the teaching weeks of a standard semester, due dates for distinct items of assessment worth 20% or more each must be at least two weeks apart. This does not apply where there is a portfolio of related assessment tasks that contribute to a broader project - for example, a project consisting of a written assignment and a related practical demonstration.

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- 6.4 No assessment task may be due within the SWOT-Vac period. Exceptions may be made by the Associate Dean (Education) for:
- major research projects or theses;
 - assessment tasks that involve a practical component, such as computer simulations or laboratory work;
 - those which students are required to present in person; or
 - where the final assessment tasks are not examinations across the majority of units in a course in that teaching period.
7. Group work. Where a unit involves group assessment, the Chief Examiner must ensure that explicit procedures are made available to students that indicate:
- 7.1 The proportions of the mark for the assessment that will be allocated to the outcome of the group work, and to the process followed to obtain the outcome;
- 7.2 How the group will be formed and managed;
- 7.3 How the contribution of the individual students to group work will be assessed, and who will determine the criteria to make this assessment (group, teaching staff or both);
- 7.4 Who will assess the contribution of the individual students (peers, teaching staff or both);
- 7.5 The requirements for timely notification and resolution of disputes among group members; and
- 7.6 The requirements for all members of the group to sign off on the submitted work.

Responsibility

Chief Examiners
Unit coordinators
Teaching staff
Moderators
Associate Deans (Education)
Associate Deans (Research Training)
Deputy Vice-Chancellor (Education)

C. Dissemination of Information to Students

1. Chief Examiners must ensure that students are provided with assessment details in the unit guide and/or the learning management system by the end of the orientation week of a standard semester, before the start of week one for units taught in block mode, or, for all other teaching periods, by the end of week one, including:
- 1.1. The assessment regime;
- 1.2. Topic release dates (where relevant);
- 1.3. Word limits (where applicable);
- 1.4. Contribution of each assessment task to the final result;

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- 1.5. Submission and presentation requirements;
- 1.6. Duration of tests and examinations (where applicable);
- 1.7. Criteria by which performance will be judged. Only broad criteria are required at the start of the teaching period; further details can be provided at the time of handing out the individual assessment tasks (see also [Marking, Grading and Results, section G1](#));
- 1.8. Submission dates;
- 1.9. Estimated dates for the return of assessment tasks;
- 1.10. Instances of assessment tasks where some aspects can be negotiated (for example, allowing students to nominate topics). The procedures for this negotiation must be clearly stated;
- 1.11. Details of any hurdle requirements including the number of attempts allowed, and the consequences for the final result if these are not achieved;
- 1.12. Where there are group-based tasks, details of how the individual and group performance will be judged (see Implementation of the Assessment Regime, [Group Work](#));
- 1.13. When a unit is listed as being taught at more than one level, the distinction between the assessment at each level;
- 1.14. A description of the types of feedback the students can expect in relation to their performance in the unit.

Responsibility

Chief Examiners
Unit Coordinators
Teaching staff

D. Examinations

1. When preparing the examination(s) for a unit to be administered by Examination Services, the Chief Examiner must ensure that:
 - 1.1. The examination paper is prepared in the form and at the time required, and thoroughly proof read.
 - 1.2. The Monash Examination Paper Template as adapted for each faculty or department must be used.
 - 1.3. Where a unit is offered on campuses in different time zones, and where this precludes the simultaneous timetabling of examinations, appropriate steps are taken to ensure that while the content, question formats and difficulty of the examination papers remain consistent, there is sufficient variation in the papers to maintain security.

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1.4. Similarly, for deferred or supplementary examination papers, while the content, question formats and level of the examination papers should remain consistent, there must be sufficient variation in the papers to maintain the integrity of the examination.

2. Official Examination Periods

2.1 The final examination in any Semester One unit will be held in the period between the end of Semester One and the beginning of Semester Two.

2.2 The final examination in any Semester Two unit will be held after the end of the semester and before the end of the academic year.

2.3 The final examination for any unit taught across two semesters will be held in one, or partly in one and partly in another, of the periods specified above.

2.4 The final examination for a summer semester unit will be held before the beginning of Semester One.

2.5 The final examination dates for teaching periods other than those listed above must be published in the unit guide, with the exception of deferred and supplementary examinations.

2.6 Deferred and supplementary examinations for summer semester or Semester One units will be held in the August - September period, or prior to that period at the discretion of the unit teaching faculty.

2.7 Deferred and supplementary examinations for any Semester Two units will be held in the January - February period, or prior to that period at the discretion of the unit-teaching faculty.

2.8 Deferred and supplementary examinations for units taught over two-semesters will be held in the August - September or January - February period, whichever occurs first, or prior to that period at the discretion of the unit-teaching faculty.

3. Examination sessions conducted by Examination Services

3.1 Examinations will be held from Monday to Friday between the hours of 8:30am-9:30pm. A maximum of three examination sessions will be scheduled daily. The option of scheduling examinations between 8:30am-6:30pm on Saturday and Sunday during the Semester One and Semester Two examination periods will only be considered as a contingency in extraordinary circumstances, as indicated in section 7 below. Any request by the Manager, Examination Services to hold a weekend examination must be approved by the Deputy Vice-Chancellor (Education) (or delegate).

3.2 The Chief Examiner or delegated academic staff member must be available for telephone communication with Examination Services staff at all times throughout the duration of an examination. The Chief Examiner or delegated academic staff may be present at any examination venue, provided communication with students occurs only where necessary to resolve issues relating directly to the conduct of the examination.

4. Duration of examinations conducted by Examination Services

4.1. Examination durations will be a minimum of two hours, with finishing times in 30 minute blocks thereafter, and normally not more than three hours.

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- 4.2. In all examinations, students must be given either a 10-minute preliminary reading period or a 30-minute preliminary reading and noting period. These periods are in addition to the examination duration.
5. Timetable composition for examinations conducted by Examination Services. The composition of the examination timetable will make provision for the following priorities:
 - 5.1. Accommodating special timetabling requests made with the approval of the Dean of the unit teaching faculty, based on priorities other than those listed below.
 - 5.2. Placing the units with large enrolments (more than 400 students) within the first ten days of the examination period, to provide adequate time for the marking process. This does not apply to multiple choice examinations, which may be placed later in the examination period.
 - 5.3. Scheduling examinations of core units offered on multiple campuses at the same time.
 - 5.4. Students will not be scheduled to sit more than two examinations in one day.
 - 5.5. Minimising the number of students with more than one examination in the same session.
 - 5.6. Minimising the number of students with two examinations in one day or three or more examinations in two consecutive days.
 - 5.7. Placing examinations with off campus learning enrolments within the first 12 days of the examination period.
 - 5.8. Placing examinations for units taught at multiple campuses, which include at least one overseas campus, within the first 12 days of the examination period.
 - 5.9. Allocating earlier dates according to the size of the enrolment.
6. Use of calculators and other electronic devices in examinations
 - 6.1. Unless specifically permitted, students are not allowed to use in the examination venue electronic devices capable of communication, or storage and retrieval of data.
 - 6.2. Before allowing the use of calculators or other electronic devices in a unit examination, the Chief Examiner must give consideration to
 - the importance of their use to assess the learning outcomes of the unit;
 - equity in student access to permitted devices; and
 - the security or integrity of the examination process.
 - 6.3. If after giving consideration to 6.2, the Chief Examiner decides that a particular type of electronic device is permitted in an examination, then a detailed description of the approved device must be included in the relevant unit guide given to students at the start of the semester or appropriate devices provided for use in the examination.
 - 6.3.1. If only specific models of the permitted type of electronic devices can be used, then

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- Where a security sticker system is used to identify a device as a permitted device, the unit guide must also include clear instructions about the place and timeframe for obtaining the security sticker.
- If security stickers are not used, then the Chief Examiner or nominee(s) must be present at the examination venue(s) to determine the appropriateness of the electronic devices.

7. Postponement or Cancellation of Examinations

- 7.1. In extraordinary circumstances, the conduct of scheduled final examinations may be postponed or cancelled in the interest of safety, or where an examination venue may no longer be available for a set or undefined period.
- 7.2. The Deputy Vice-Chancellor (Education), or in his/her absence, the Chief Operating Officer, will:
- i. approve the postponement of examinations, in consultation with the Director, Student and Education Business Services or the Manager, Examination Services.
 - ii. notify Deans of teaching faculties of units for which scheduled final examinations will be affected.
 - iii. authorise notification to all affected students via email and notices will be placed on the Monash website.
- 7.3. Dependent upon the severity of the event, the decision to postpone examinations may activate the Student and Education Business Services Division Exams Crisis Management Team who will have responsibility for assessing alternative options and implementing a recovery process. Possible rescheduling options include - but are not confined to rescheduling examinations to:
- the last week of the examination period.
 - evening examination sessions within the examination period.
 - weekends within the examination period.
 - a later date after the examination period.
 - the Deferred/Supplementary examination period.
 - recommend the cancellation of examinations.
- 7.4. When assessing recovery options, the Student and Education Business Services Division Exams Crisis Management Team will take into consideration:
- impact on students
 - adequate timeframes for student and staff communication
 - availability of alternate examination venues and resources - and the set up times required.
- 7.5. Deans, or nominees, will notify relevant staff members. The Director, Student and Education Business Services will liaise with faculties to arrange for the Board of Examiners (BOE) process and the release of results to be delayed, if necessary, and advise all relevant stakeholders of any modifications to the schedule, such as Monash Residential Services, Graduations, etc.

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Student attendance at rescheduled examinations

- 7.6. Students who are unable to attend a rescheduled examination due to scheduled travel plans, or other exceptional circumstances beyond their control may be eligible for Special Consideration.

Cancellation of Final Examinations

- 7.7. If final examinations cannot be rescheduled, the Deputy Vice-Chancellor (Education), or in his/her absence, the Chief Operating Officer will recommend the cancellation of examinations to the Dean or nominee of a faculty.
- 7.8. The Dean or nominee of a faculty may make a decision to cancel the scheduled final examination(s). In such cases, alternative assessment options may be considered, e.g. a take home exam. Students will be awarded a grade based on their completed assessment. Existing policies governing the approval of grades will apply.

Responsibility

Deputy Vice-Chancellor (Education)
Chief Operating Officer
Deans or nominees
Director, Student and Education Business Services
Manager, Examination Services
Chief Examiners
Students

E. Alternative Arrangements for Assessment

See [Assessment in Coursework Units: Adjustment to Assessment Procedures](#).

Responsibility

Disability Services
Chief Examiners
Students

F. Managing Scheduling of Deferred Final Assessment

See [Assessment in Coursework Units: Adjustment to Assessment Procedures](#).

Responsibility

Disability Services
Chief Examiners
Students

G. Feedback to Students

Feedback on in-semester assessment tasks

1. Feedback must be conducted according to the principles stated in the [Assessment in Coursework Units Policy](#).

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2. Depending on the nature of the assessment task, feedback may take the form of:
 - written comments on student work; and/or
 - rubrics given to students indicating their performance; and/or
 - oral comments from teaching staff to commend and/or correct the student's learning, including videotaped comments; and/or
 - oral comments in group sessions; and/or
 - provision of sample answers for the assessment tasks; and/or
 - marks provided for student work; and/or
 - predictive or generic feedback that outlines typical mistakes or areas in which students do well prior to or following the assessment task.
3. Feedback must address the assessment criteria of the task, and include marks and/or comments about the student's performance on each criterion.
4. Consistent with the general principle stated in *Assessment Regime, Feedback* (refer section A5), faculties shall nominate a period of time within which work is normally returned to students, and inform students of this commitment in unit guides and/or the learning management system.
5. Where a student is not satisfied with the adequacy of the feedback about his/her work and requires further comment, the student must ensure that she/he avails him/herself of all forms of feedback available, as outlined in the Unit Guide.
 - 5.1. If after this, the student is still dissatisfied, then she/he may seek further detailed feedback by making a written request to the Chief Examiner, which outlines:
 - what feedback has been received thus far and why it is considered inadequate to support the student's learning;
 - the steps that she/he has taken to obtain additional feedback; and/or
 - any exceptional circumstances that have prevented the student from accessing all available feedback.

Feedback on end-of-semester assessment tasks

6. Chief Examiners must ensure that students are informed of the arrangements made for them to obtain feedback on their performance in examinations and other end-of-semester assessment. This may take the form of feedback classes, provision of the examination questions with marking guides or sample answers, or other forms of group feedback. Chief Examiners may require students to take advantage of the group feedback opportunities provided to them before requesting individual consultations with staff.
7. Faculties must inform students of the procedures for them to access their examination script or other assessment material submitted by them and held by the faculty.

Responsibility

Chief Examiners
Unit Coordinators
Teaching staff
Students

H. Marking, Grading and Results

1. Grading and Marking. The Chief examiner must specify an assessment rubric for each assessment task. The rubrics must describe, for each marking criterion, the level of performance required for the different grades, and must be consistent with the following Monash University Grade Descriptors:

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High Distinction 80-100 HD	Distinction 70-79 D	Credit 60-69 C	Pass 50-59 P	Fail 0-49 N
Exceptionally clear understanding of subject matter and appreciation of issues; clearly and logically organised with excellent presentation. Addresses all of the assessment criteria to a very high standard. Evidence of insight and originality where appropriate.	Strong grasp of subject matter and appreciation of key issues; addresses all the assessment criteria, with several to a high standard; clearly and logically organised with good presentation. Evidence of solid work.	Competent understanding of subject matter and appreciation of most of the main issues; addresses most of the assessment criteria reasonably well. Competent organisation and presentation.	Satisfactory. Demonstrates appreciation of subject matter and issues. Addresses most of the assessment criteria adequately but may lack in depth and breadth. Often work of this grade demonstrates only basic comprehension or competency. Work of this grade may be poorly structured and presented.	Unsatisfactory. Evidence of lack of understanding of subject, minimal or inadequate comprehension and does not address the assessment criteria. Work is often inadequate in depth and breadth and sometimes incomplete or irrelevant; lack of care and thought in organising, presenting and structuring work.

2. Ensuring Consistency in Marking and Grading. The Chief Examiner must put in place quality assurance mechanisms that will ensure that all assessment items are marked fairly, reliably and consistently. To this end:
- 2.1. The Chief Examiner must provide clear instructions to all examiners about the allocation of student marks and grades;
 - 2.2. For a unit offering involving multiple modes and/or locations, the marking and results of each assessable task must be reviewed across the different cohorts of students taking the same offering of the unit to ensure equivalency and consistency. Possible approaches to ensure consistency will depend on the nature of the assessment task and the discipline, and must include one of the following:
 - using the same assessor to mark all assignments;
 - using one assessor or assessment team for each assessment item across all modes, streams and locations;
 - second-marking by a different assessor of a selected sample of assessment, including borderline assignments/examinations (Pass/Fail, Credit/Distinction, etc.) to validate assessment standards and interpretation of the marking guide across all modes and/or locations;
 - exchanging samples of graded items of assessment between assessors for the purpose of standardisation of marking.

When making a recommendation for student results to the Board of Examiners, the Chief Examiner must provide a report detailing the following:

- Description of equivalence of all unit assessment tasks, including a justification where identical tasks were not used across modes and/or locations.

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- Methods used in marking across all locations and/or modes to ensure consistency.
- 2.3. The Chief Examiner must ensure that the final result for each student is accurately calculated and have appropriate mechanisms in place for verification.
 - 2.4. The Chief Examiner is responsible for ensuring that all assessment items are marked within the Faculty timeframe for the return of results to students enrolled in the unit.
 - 2.5. Faculties must have processes in place to verify that the results uploaded on the student management system are consistent with the results recorded and held by the Chief Examiner.
3. The marking of examinations
- 3.1. Blind Marking of examination answers. Where the final examination for a unit is written or online, examination answers must be marked blind following the procedures below.
 - 3.2. Final written examinations
 - 3.2.1. Final examination scripts must not hold any personal information about the student other than the student identification number. Students will be advised to only record their student ID, desk number and unit code on script books and examination papers.
 - 3.2.2. For each final examination there must be an attendance list that will contain the following student details:
 - Student ID
 - Student full name
 - Desk number
 - Present / absent indicator
 - 3.2.3. At the conclusion of the examination session, the attendance list is placed inside a sealed bag containing the completed script books and returned to the academic or teaching faculty as indicated on the delivery instructions provided by the teaching faculty.
 - 3.2.4. Prior to marking, the attendance list must be removed from the script book bag and stored separately to ensure that it is not available to markers.
 - 3.2.5. Markers must not refer to the attendance list or any other method of identifying a student's name during the marking process.
 - 3.3. Final online examinations
 - 3.3.1. Final online examinations must be marked blind following the procedures below.
 - 3.3.2. The marker must ensure the student identification facility is disabled in the software program for the duration of the marking process.
 - 3.3.3. Markers must not refer to any student list or any other method of identifying a student's name during the marking process.
 - 3.4. Blind marking is not required for multiple choice examinations, class tests, assignments and for off-campus learning students (where there is no desk number, and the student name is crucial to administrative procedures at an external examination venue).
 - 3.5. Where the form of a final examination is not written or online, such as an oral examination, artistic performance or practical demonstration, or laboratory-based examination, blind marking is not required. In these circumstances, other measures must be taken to ensure that the risk of unintentional bias is kept to a minimum. Examples include double marking or panel marking, and could involve audio or visual recording of the examination to provide a second marking opportunity.

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4. Assessment of oral and performance-based tasks. For units in which oral communication or performance is assessed, and in which this assessment is worth more than 30% of the total mark, quality assurance, verification or re-marking of work must be provided through:
 - sound and/or video recording, or
 - initial assessment by more than one examiner, or
 - other defensible form of verification.
5. Marking and grading of theses for research track coursework degrees
 - 5.1. A thesis corresponding to a research project unit worth 12 credit points should be marked by two examiners, one of which could be the supervisor.
 - 5.2. A thesis corresponding to a research project unit worth 18 credit points or more should be assessed by a minimum of two examiners other than the supervisor. The supervisor may be allowed to mark or contribute a mark for non-thesis components worth up to 20% of the overall assessment of the unit. In awarding these marks, the supervisor should be limited to assessing the research process and not the research product (i.e. the thesis itself).
 - 5.3. Wherever possible, the use of external examiners should be utilised for theses corresponding to research project units worth 18 credit points or more.
 - 5.4. The unit Chief Examiner appoints the thesis examiners (including external examiners) in consultation with supervisors, taking into account subject expertise, examining experience and availability.
 - 5.5. Thesis examiners (including external examiners) must report potential conflicts of interest to the unit Chief Examiner.
 - 5.6. If there is a difference in the marks awarded by the thesis examiners:
 - 5.6.1. Where the difference of marks is less than 10 percentage points, the final mark is calculated as the average of the marks.
 - 5.6.2. Where the difference of marks is 10 percentage points or higher, the Chief Examiner must determine the final mark by:
 - Arranging a conference of the examiners to agree on a mark and grade, or, failing agreement,
 - Appointing an adjudicator who will review the student thesis and examiner reports and recommend a final mark and grade.
6. Distribution of grades
 - 6.1. Each Dean or nominee will approve grade distribution guidelines for their Board of Examiners, to benchmark the distribution of marks of the units against relevant faculty data (e.g. course, discipline and unit level benchmarks, etc.) having regard to the size and selectivity of the unit cohort.
 - 6.2. Where the distribution of marks within a unit falls outside the relevant faculty guidelines, the Chief Examiner must provide to the Board of Examiners, together with the recommended marks, an explanation for the variance.
 - 6.3. When a Chief Examiner determines that scaling of marks is required to ensure equality of outcomes and consistency across different cohorts of students, he/she must provide to the Board of Examiners, together with the recommended marks, a justification for the scaling and the method used to adjust the marks.
7. Verification of fail grades. In addition to quality assurance requirements set out in section H2 and H4, each faculty must have a specified procedure for verifying all fail grades of a unit. This may include:
 - double marking of failed assignments and exam scripts of the student concerned; or

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- double marking the final assessment item; or
- double marking all borderline pass/fail assessment items; or
- other defensible form of verification.

8. Upload and amendment of results

- 8.1. Each semester Examinations Services must publish information for faculties regarding the date by which all final results will be uploaded to the student management system.
- 8.2. The Faculty Manager will set internal dates by which all student results recommended by Chief Examiners will be uploaded to the student management system, so that Board of Examiners meetings can proceed. After Board of Examiners meetings, the Faculty Manager must ensure that all final and interim results recorded in the student management system are correct by the date set for results publication.
- 8.3. Any amendments to student results made after the Board of Examiners meeting must be approved by the Chair of the Board of Examiners of the unit-teaching faculty using the [Post BOE Result Amendment Form](#) detailing the reason for the amended result completed. The form must be retained for audit purposes. When supplementary assessment is granted to a student, the degree awarding faculty must approve the amendment and inform the unit-teaching faculty.
- 8.4. An audit of all amended results must be performed at least twice per year by each faculty. [Post BOE Result Amendment Forms](#) are to be checked against amended records extracted from the student management system.

9. Quality verification of assessment across locations and teaching periods

- 9.1. Every two years, Chief Examiners must conduct benchmarking to verify the comparability of unit assessment standards across the different locations and teaching periods of the unit offering. This should involve the work of a small number of students and be representative of all grade ranges.
- 9.2. At the conclusion of this exercise, Chief Examiners must report the findings and any recommendations to the Board of Examiners.

Responsibility

Chief Examiners
Unit coordinators
Teaching staff
Faculty Managers
Administrative staff

10. Remarking of assessment due to an error

Requests for remarking

- 10.1. Subject to the fail mark verification procedures, there is no automatic right for students to have a piece of assessment remarked.
- 10.2. If a student believes that an error has been made in the assessment of their work, then in the first instance, the student should follow the unit feedback process as set out for the unit.
- 10.3. If after following the unit feedback procedures, the student is still concerned that her/his work has been incorrectly assessed, then he/she may follow faculty procedures for review of student marks.

Faculty procedures for review of student marks

- 10.4. Each faculty must have a specified procedure for review of student marks where a student complains of error in the assessment of their work. The procedures must specify:

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- 10.4.1. Types of assessment to which the procedures apply
 - 10.4.2. Time limits for applying for a review
 - 10.4.3. Method of application for a review
 - 10.4.4. Grounds for review
 - 10.4.5. Responsibilities for and timing of a response
 - 10.4.6. A process for recording decisions to alter marks under these procedures for audit purposes.
 - 10.5. In all circumstances, where a student's work is remarked because of an error, the last mark must stand.
11. Use of Withdrawn Incomplete Grade
- See [Assessment in Coursework Units: Adjustment to Assessment Procedures](#).

Responsibility

Associate Deans (Education) or nominees
Associate Deans (Research Training) or nominees
Deans
Boards of Examiners
Faculty Managers
Administrative staff
Student applicants

I. Assessment and Results Record Keeping and Security

- 1. Preparation of examination papers and other assessment tasks. The Chief Examiner, moderators, markers and members of the teaching team of a unit must ensure the security of examination questions and marking guides, and of all other assessment questions and instructions until the Chief Examiner authorises their release. In particular, they must:
 - 1.1. Keep the documents, whether in hard copy or in electronic form, secure at all times against access by unauthorized persons.
 - 1.2. Store electronic copies in a university password protected network area. If copies are held on portable storage devices, they must be held securely in a locked drawer in a locked room until the Chief Examiner authorizes their publication.
 - 1.3. Take care to prevent casual observation of computer screens, print jobs or passwords by unauthorized persons.
 - 1.4. Dispose of all unwanted printed drafts and copies using the university's confidential waste service.
 - 1.5. Comply with the university IT policy of keeping all passwords secure.
 - 1.6. Take precautions when circulating drafts via networked computers, by protecting documents with passwords which are communicated to the recipient in a separate transmission.
- 2. Custody of examination scripts and other work for assessment submitted by students
 - 2.1. All academic and administrative staff must take care to ensure that examination scripts and other student work submitted for assessment are held securely at all times to ensure that these are not accessed by unauthorized persons.
 - 2.2. Subject to 2.3, examination scripts and uncollected student work for assessment must be retained for six months after the final result is published.

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- 2.3. Examination scripts and uncollected student work for assessment on the South Africa campus must be retained for twelve months after the final result is determined.
- 2.4. Subject to 2.2 and 2.3, examination scripts and uncollected student assessment tasks must be destroyed using the university's confidential waste service available on the relevant campus or the relevant electronic file deleted.
- 3. Record keeping
 - 3.1. Faculties must have processes in place to keep records of student attendance at class tests and examinations, and submission of student work.
- 4. Security and storage of results
 - 4.1. Subject to 5.2, the Chief Examiner must ensure that records of all individual assessment marks for all students enrolled in a unit are kept for at least six months after the final result is determined, or as long as required for another purpose such as disciplinary or grievance proceedings.
 - 4.2. For units taught on the South Africa Campus, the Chief Examiner must ensure that records of all individual assessment marks for all students enrolled in the units are kept for at least twelve months after the final result is determined, or as long as required for another purpose such as disciplinary or grievance proceedings.
 - 4.3. All academic and administrative staff must ensure the security of marks to ensure that these are not accessed by unauthorized persons.
 - 4.4. Suspected breaches of security must be reported to the Chief Examiner and the Head of School/Department (or the Associate Dean (Education) in the faculties with no schools/departments).

Responsibility

Chief Examiners
Unit Coordinators
Teaching staff
Moderators
Administrative staff

Responsibility for implementation	Deans Associate Deans (Education)
Status	Revised
Approval Body	Name: Academic Board Meeting: 4/15 Date: 05-August-2015 Agenda item: 7.6
Definitions	Academic Year: is the calendar year. Alternative Arrangements for Assessment: are any variations in the duration, structure, format or venue of an academic assessment to accommodate the needs of students with disabilities, chronic medical conditions and short term injuries.

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Assessment hurdles: are compulsory tasks within individual units that must be completed successfully in order to fulfil the assessment requirements of the unit.

Assessment regime: of a unit is the set of essays, assignments, tests, examinations or other assessment tasks that comprise the assessment for a unit and the percentage contribution of these to the final result for the unit.

Course-managing faculty: is the faculty responsible for managing the course.

Chief Examiner: is responsible for the implementation of the unit assessment regime and must recommend the final result for each student. A Dean must appoint a chief examiner for each unit taught by the faculty.

Degree faculty: is the faculty that is responsible for the degree. In double degree programs there are usually two degree awarding faculties.

Deferred examination: is a final examination that has been delayed to a later date, normally resulting from a successful application for special consideration.

Disability: is defined in the Disability Discrimination Act 1992 and "in relation to a person", means: please refer to Note 1 immediately below for additional information.

Disability Services: is the campus unit or office responsible for supporting students with disabilities undertaking studies on that campus.

Final result: is the final mark and/or grade awarded to a student on completion of assessment for a unit.

Final Examination: is an invigilated or supervised examination held after the end of the teaching period and the results of which are wholly or partly used to determine the final result for the unit concerned.

Interim result: is a grade awarded to a student in a unit when assessment for that unit has not been finalised by the results publishing date.

Moderator: is a person appointed to moderate part of or the overall assessment of a unit to ensure accuracy and/or alignment with the intended learning outcomes.

Online Examination: refers to an examination delivered electronically via a PC or laptop using a dedicated software program, where students type their answers.

Standard semester: means semester 1 or semester 2 in any year as approved by the Academic Board from time to time.

Supplementary assessment: is additional assessment given to students who have completed all required assessment for a unit but failed to obtain a pass grade. This may include an examination or any other form of assessment.

Teaching period: means a period of the academic year within which a unit is offered. The two standard teaching periods are Semester One and Semester Two (referred to as standard semesters), but some units are offered in a summer or winter teaching period, over the whole year, in an intensive format at any time, or during other predefined periods.

Unit: is the basic component of a course in which a student will enrol to undertake study in a particular discipline.

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	<p>Unit offering: is the delivery of a unit in a particular teaching period, in single or multiple modes and/or locations.</p> <p>Unit Coordinator: is the academic staff member assigned to coordinate all unit academic and administrative activities for each mode and/or location. The unit Chief Examiner may also be the Unit Coordinator; when this is not the case the Unit Coordinator works under the direction of the Chief Examiner.</p> <p>Unit-teaching faculty: is the faculty responsible for teaching the unit.</p> <p>Unit assessment: is the assessment of student performance in a unit.</p> <p>Working day: means a day other than: (a) a day that is a university holiday under Part 9 of the Monash University (Vice-Chancellor) Regulations; or (b) in relation to an Australian campus, a Saturday or a Sunday or a day appointed as a public holiday in the whole of Victoria under the Public Holidays Act 1993; or (c) in relation to an international campus, a day that is a public holiday in the place where that campus is located.</p> <p>Note 1. Definition of Disability</p> <p>(a) total or partial loss of the person's bodily or mental functions; or (b) total or partial loss of a part of the body; or (c) the presence in the body of organisms causing disease or illness; or (d) the presence in the body of organisms capable of causing disease or illness; or (e) the malfunction, malformation or disfigurement of a part of the person's body; or (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; or (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour; and includes a disability that: (h) presently exists; or (i) previously existed but no longer exists; or (j) may exist in the future; or (k) is imputed to a person."</p>
Legislation Mandating Compliance	<p>Monash University Statute</p> <p>Monash University (Academic Board) Regulations</p>
Related Policies	<p>Special Consideration Policy and Procedures</p> <p>Grading Scale Policy and Procedures</p> <p>Academic Programs from Multiple Campuses Policy</p> <p>Candidature Progress Management Policy</p> <p>Candidature Progress Management - Confirmation & Non-Confirmation Procedures</p> <p>Candidature Progress Management - Termination Procedures</p>
Related Documents	<p>Monash Assessment Vision</p> <p>Withdrawn Incomplete (WI) flowchart</p>

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