

## Governance of Assessment & Academic Achievement Standards

<b>Approving authority</b>	Academic Committee
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<b>Advisor</b>	Deputy Academic Registrar   Academic Services <a href="mailto:academic-services-policy-group@griffith.edu.au">academic-services-policy-group@griffith.edu.au</a>   (07) 373 57726
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<b>TRIM document</b>	2016/7006114
<b>Description</b>	This procedure outlines the committees and the positions within the University responsible for making recommendations and decisions in relation to assessment matters.

### Related documents

[Assessment Policy](#)

[\[Introduction\]](#) [\[Roles and Responsibilities\]](#) [\[School Assessment Boards\]](#) [\[Dean \(Learning and Teaching\)\]](#) [\[Learning and Teaching Committee\]](#) [\[Schedule 1: Decision-Makers and their Delegates for Student Assessment Matters\]](#)

## 1. INTRODUCTION

Assessment and academic achievement standards are monitored at both the school and institutional level. The focus at the school level is on setting student achievement standards, ensuring judgements of student performance are consistent with those standards and certifying students' achievements against those standards. This is the combined responsibility of examiners, course convenors and the School Assessment Board.

The Dean (Learning and Teaching) is responsible for individual student assessment matters as well as monitoring Schools' conduct of their assessment responsibilities. The Learning and Teaching Committee includes within its membership the Deans (Learning and Teaching) to assist it in assuring that assessment is consistent and comparable across the University in terms of the grades awarded for academic achievement.

## 2. ROLES AND RESPONSIBILITIES

At the school level the following roles are responsible for assuring assessment practice at Griffith is consistent with the University's Assessment Policy.

<i>Student</i>	A person who has an active enrolment status in a course of the University and a responsibility to: <ul style="list-style-type: none"> <li>▪ participate actively, positively and with integrity in learning, teaching and research activities;</li> <li>▪ complete and submit all required assessment tasks within specified timeframes; and</li> <li>▪ undertake assessment tasks in an honest and trustworthy manner.</li> </ul>
<i>Examiner</i>	An academic staff member who is responsible for assessing any aspect of a student's performance in a course, moderating that performance in relation to set standards and assigning marks. The examiner may be internal or

	external to the University. Examiners are required to provide feedback to students on their performance.
<i>Invigilator</i>	An academic staff member, postgraduate student (not invigilating postgraduate courses) or person external to the University employed on a casual basis, responsible for the proper and efficient conduct of an examination.
<i>Course Convenor</i>	The academic staff member appointed by the Head of School to have responsibility for the management of teaching and assessment of a course including developing course assessment plans, standard setting with the teaching team, undertaking and guiding moderation processes including coordinating moderation between examiners through Assessment Panels, where applicable, and recommending grade cut-offs and grades to the School Assessment Board. Where a course is offered on more than one campus, this role is undertaken by the Primary Course Convenor, who is responsible for assuring that the assessment standards and outcomes are consistent across all campus offerings of the course.
<i>Teaching Team</i>	Academic staff teaching in a course who are responsible for conveying to students clear advice about the aims and the desired learning objectives of the course, the assessment requirements, the relationship between the assessment requirements and the expected learning outcomes, the relative weighting of assessment components, and the application of agreed standards. The Teaching Team is responsible for reviewing and moderating the marks and comments of individual examiners to assure consistency in academic achievement standards.
<i>Program Director</i>	The academic staff member appointed by the Group Board responsible for the program and for assuring the overall pattern of assessment, to which individual Course Assessment Plans within the relevant Course Profiles contribute, achieves the stated outcomes of the program. The relevant Program Director is a member of the School Assessment Board and also, where relevant Assessment Panels (see below). The Program Director is responsible for making decisions on assessment matters pertaining to the progress of students through the program.
<i>Assessment Panels</i>	One or more Assessment Panels may be established to facilitate the quality assurance of assessment and moderation practices.
<i>Head of School</i>	The academic staff member appointed by the University Council who reports to the Dean (Academic) and is responsible to the Dean (Learning and Teaching) for ensuring compliance with University and professional accreditation processes and the quality assurance of courses including assessment.

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### 3. SCHOOL ASSESSMENT BOARDS

The School Assessment Board is responsible for:

- assuring the quality of Course Assessment Plans and the moderation processes undertaken within courses
- monitoring the quality of assessment in courses and programs by reviewing survey and feedback data collected from students and peers
- identifying courses in which the assessment outcomes are unsatisfactory and providing advice to the Course Convenor and relevant Program Director on actions to improve outcomes
- monitoring school processes to assure effective and efficient security of assessment submission, exam questions, exam papers and the safe return of assessment items

- appointing an alternative examiner or examiners from within the University or external to the University in order to provide the Assessment Board with advice on the assessment of a particular student or course
- recommending the award of supplementary exams
- recommending the award of prizes, bachelor degree and university medals (where honours programs are at the school level)
- determining students' eligibility to graduate other than research masters, PhD, professional doctorate and honorary awards.

The School Assessment Board membership shall normally include as a minimum the following:

- the Head of School or nominee as Chairperson
- Deputy Heads of School (where in existence)
- the Dean (Learning & Teaching)
- Program Directors

Nominees are required to be senior full-time members of academic staff.

The functions of the School Assessment Board, with the exception of those specified in Schedule 1, may not be carried out executively by the Chair of the School Assessment Board. The School Assessment Board may modify the grade cut-offs recommended by the Course Convenor. Where such modification is proposed on the basis of academic judgement, the Course Convenor is to be consulted and involved in the decision.

At its discretion, the School Assessment Board may establish Assessment Panels to facilitate systematic moderation processes and to support academics in assuring academic achievement standards in nominated courses (e.g., large first year courses with large teaching teams).

#### **4. DEAN (LEARNING AND TEACHING)**

The Dean (Learning and Teaching) is the academic staff member appointed by the University Council, who reports to the Group Pro Vice Chancellor, and is responsible for handling a range of student assessment matters including:

- awarding final grades as determined by the School Assessment Board in respect of all courses that are the responsibility of the Schools within the Group
- ensuring that final grades are determined for all students enrolled in programs within the Group by the dates specified in Section 12.0 of the Assessment Policy
- awarding supplementary assessment on the recommendation of the School Assessment Board
- awarding an Honours classification to students who have satisfied the requirements for Honours degrees within the Group
- individual student assessment matters including:
  - student academic misconduct,
  - reviews - educational response to finding of academic misconduct, Honours classification, grade for Honours dissertation component, application for alternate exam sitting for central end of trimester exam or application for deferred central end of trimester examination.
  - appeals - grades, deferred assessment other than central end of trimester examinations, special consideration and action taken in relation to inability to locate student assessment.
  - reviewing students' academic progress through programs for which the Group is responsible.

At their discretion Deans (Learning and Teaching) may establish an Assessment Panel to assist and advise them in undertaking these responsibilities with the exception of matters relating to the determination of Honours classifications, student academic misconduct and student reviews and appeals.

The Dean, Learning and Teaching is a member of the Learning and Teaching Committee and in this role reports on the manner in which the Group and its constituent schools conduct their assessment responsibilities.

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## **5. LEARNING AND TEACHING COMMITTEE**

The Learning and Teaching Committee has delegated authority from Academic Committee for quality assurance in the conduct of assessment by:

- identifying emerging learning, assessment and teaching issues;
- developing policies and procedures in relation to learning, teaching and assessment; and
- articulating, implementing and monitoring standards for learning and teaching at Griffith including:
  - providing advice on the assurance of learning outcomes, consensus moderation, integrity of student assessment, marking and grading practices.

The membership and functions of the committee are set out in the Learning and Teaching Committee constitution.

## SCHEDULE 1: DECISION-MAKERS AND THEIR DELEGATES FOR STUDENT ASSESSMENT MATTERS

To ensure the University responds promptly and efficiently to matters related to student assessment, in some cases the authority to undertake a specific action has been delegated to another position as set out in this Schedule.

Delegations are approved on the condition that:

- Delegations must be exercised in accordance with the University's Assessment Policy and its related procedures;
- Delegations are applicable to a position, not to an individual person;
- Any delegation given to a position will also apply to any subsequent holder of that position, including those acting in the role, unless otherwise stated to the contrary;
- Delegates may not exercise a delegation that will result, either directly or indirectly, in any conflict of interest.

<b>Assessment</b>	<b>Decision-Maker</b>	<b>Delegate</b>
<i>Academic Standing</i>		
Academic Standing	Program Director	
Readmission after exclusion	Program Director	
<i>Examinations</i>		
Application for Deferred Mid-trimester, In-trimester exams	Course Convenor	
Application for Deferred Central End of Trimester Exams	Senior Manager, Exams & Timetabling	Manager, Exams & Timetabling
Application for Alternate Examination Sitting of Central End of Trimester Exams	Senior Manager, Exams & Timetabling	Manager, Exams & Timetabling
Award of Supplementary End of Trimester Examinations	Dean (Learning & Teaching)	Chair, School Assessment Board
Award of Supplementary Assessment other than End of Trimester Examinations	Dean (Learning & Teaching)	Chair, School Assessment Board
<i>Examiners</i>		
Appointment of examiners for honours dissertations	Dean (Learning & Teaching)	Chair, School Assessment Board
Appointment of additional examiner/s	Dean (Learning & Teaching)	Chair, School Assessment Board
Appointment of an alternative examiner	School Assessment Board	Chair, School Assessment Board
<i>Extensions for Assessment Items</i>		
Request of an extension of time to submit an assessment item	Course Convenor	
Variations to the penalties for late submission of assessment as provided for in the Assessment Policy	Dean (Learning & Teaching)	
Extension of time to submit an Honours dissertation no greater than 20 working days	Honours Program Director	

<b>Assessment</b>	<b>Decision-Maker</b>	<b>Delegate</b>
<i>Graduation</i>		
Degree Variation	Dean (Learning & Teaching)	
Determine eligibility to graduate	Program Director	
Approval of Coursework Graduands	Dean (Learning & Teaching)	
<i>Marks and Grades</i>		
Recommended Grades and Grade Cut-Offs	Course Convenor	
Action taken in relation to inability to locate student assessment item	Course Convenor	
Approval of Course Reports and Marks Entry Spreadsheets	School Assessment Board	Chair, School Assessment Board
Moderation Processes	School Assessment Board	
Recommended Honours Classification	Honours Program Director	
Grade awarded for the dissertation (including dissertation courses in postgraduate programs 30CP)	Honours / PG Program Director	
Protocol to include a mark in the Honours classification calculation (where mark is unavailable or not related to the standards for Honours classification)	Dean (Learning & Teaching)	Chair, School Assessment Board
Resolution of discrepancy where spread of the marks awarded is 10 marks or more	Honours Program Director	
Award of Honours Classification	Dean (Learning & Teaching)	
Award of Grades	Dean (Learning & Teaching)	Chair, School Assessment Board
Change/Add Grades	Dean (Learning & Teaching)	Chair, School Assessment Board
Application for Review of Grade	Chair, School Assessment Board	
<i>Special Consideration</i>		
Application for Special Consideration	Course Convenor	
<i>Student Academic Misconduct</i>		
Tier 1 cases	Course Convenor	
Tier 2 cases	Dean (Learning & Teaching) on referral from the Course Convenor	