

STUDENT ASSESSMENT REVIEW POLICY

Policy Code	ACA07
Policy Lead	Academic Dean
Approving Authority	Academic Board
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Version	2024.1
Relevant legislation or external requirements	Higher Education Standards Framework (Threshold Standards) 2021 (HESFs: 1.3.3, 1.4.1-3, 2.4, 3.3, 5.3.5-6, 7.2.2(d)) Tertiary Education Quality and Standards Agency Act 2011 (TEQSA Act) Higher Education Provider Amendment (Support for Students Policy) Guidelines 2023 (Cth)
Related ASA Documents	Quality Assurance Framework Student Code of Conduct Moderation Policy Moderation Procedure Benchmarking Policy Special Consideration Policy and Procedure Reasonable Adjustment Policy and Procedure Academic Integrity Policy Academic Misconduct Procedure Student Assessment Policy Student Assessment Procedure Student Assessment Review Procedure Student Grievance Policy Student Grievance Procedure

1. Purpose

This policy is designed to provide a framework for the fair and transparent review of student assessment grades or marks within Australian School of Accounting (**ASA**). The goal is to uphold academic integrity, foster continuous improvement, and ensure students receive accurate and fair assessments of their demonstrated learning, and constructive feedback to assist them in their learning.

2. Scope

This policy applies to all ASA students and academic staff, and all ASA courses.

3. Principles

Key principles informing this policy are:

- **Fairness and Impartiality** - reviews of an assessment grade or mark will be conducted by academic staff members not involved in the initial assessment to ensure impartiality. The review process will be transparent, providing students with clear reasons for the assessment outcome.
- **Timeliness** – requests for reviews of an assessment grade or mark will be processed promptly to provide timely feedback to students. Review outcomes will be communicated within 20 working days of the request.

- **Clarity of Criteria** – assessment criteria and grading rubrics will be clearly communicated to students in advance. Reviewers will assess the alignment of grading with these predefined criteria.
- **Constructive Feedback** – reviewers will focus on providing constructive feedback, guiding students on areas of improvement. Feedback will be communicated in a positive and encouraging manner.

4. Definitions

Term	Definition
academic appeal	Academic appeal is a formal process through which students can challenge academic decisions, such as grades or disciplinary actions, based on specified grounds.
academic integrity	Academic integrity means: <ol style="list-style-type: none"> acting with honesty, fairness and responsibility in learning, teaching, and research, honesty in acknowledging others' ideas, text and data presented in one's own work, or one's own previous work when re-used, fairness and honesty in staff and student dealings with one another and striving for objectivity in academic decision-making, which includes: <ol style="list-style-type: none"> not accepting inducements that may influence a decision and declaring possible conflicts of interest so that these can be recorded, assessed, and managed.
academic quality assurance	A framework that provides principles and processes directed to ensure the academic quality aligns with the overall strategic planning and policy of the provider.
academic standards	Academic standards are an agreed specification (such as a defined benchmark or indicator) that is used as a definition of a level of performance or achievement, rule, or guideline. Standards may apply to academic outcomes, such as student or graduate achievement of core discipline knowledge and core discipline skills (known as learning outcomes), or to academic processes such as student selection, teaching, and assessment.
appeal	Appeal is a formal request that a decision be changed.
assessment criteria	An outline of specific performance attributes or key characteristics of student performance in an assessment task.
assessment procedure	The way in which a particular assessment task is created, submitted, and assessed.
assessment review	An assessment review is the process through which a student can request a re-evaluation of their assessment results. It involves an impartial review by an academic staff member not involved in the initial assessment.
assessment task	A learning task within a unit of study designed to test the demonstration of course and unit learning outcomes. Examples include essay, report, reflection, quiz, assignment, exam, practical task, workplace learning task, role play, portfolio, project, or presentation. Assessment tasks will include clear instructions and guidelines on marking criteria and standards, and assessment criteria.
assessment transparency	Assessment transparency involves clearly communicating assessment criteria, expectations, and outcomes.
bias	Inclination or prejudice for or against one person or group, especially in a way considered to be unfair.
complaint	A formal notification to ASA that something was wrong or unsatisfactory, and usually indicates what actions would resolve the issue.

Term	Definition
conflict of interest	A situation in which a person is in a position to derive personal benefit from actions or decisions made in their official capacity.
continuous improvement	The ongoing improvement of products, services, or processes through incremental and breakthrough improvements. These efforts can seek "incremental" improvement over time or "breakthrough" improvement all at once.
feedback	Is information provided to students on the quality of their work, in order to improve it. This information can take various forms including verbal, written, directed to an individual or to a cohort. Feedback may also refer to information provided to staff from students relating to assessment tasks.
grade	A student's cumulative level of achievement. The final grade represents a student's overall performance in a unit. It is assigned by a letter combination such as P for Pass.
impartiality	Impartiality refers to the fair and objective evaluation.
invalid	A document that is not conforming to the correct format or requirements, and as such is not accepted.
learning outcomes	What students are expected to know, understand and be able to demonstrate on completion of a unit or course.
mark	A numerical signifier of achievement. The mark for an assessment task may be out of set total, such as 15 marks out of 20.
marking criteria	A marking guide devised to evaluate the quality of student responses to the assessment criteria of an assessment.
moderation	Moderation is a Quality Assurance methodology, controlling processes and activities such as peer review that aim to assure: <ol style="list-style-type: none"> consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria, and standards. Moderation of assessment processes establishes comparability of standards of student performance across, for example, different markers, locations, subjects, providers, and/or courses of study.
review (assessment review)	A formal assessment of something with the intention of making improvements if necessary. In the Assessment Review documents, it indicates that a student's demonstrated learning will be assessed in order to review an original assessment outcome.
reviewer	An appropriately qualified academic staff member who has not been involved in the initial decision making is assigned to conduct a review
rubric	A rubric is a grading tool that outlines the specific criteria and levels of achievement for an assessment. Rubrics provide a structured way to assess and grade student work.
uphold	Uphold is to confirm or support a decision.
working day	A working day is any day between Monday to Friday but does not include Saturdays, Sundays or Australian or state public holidays for the state where the relevant campus is located.

5. Policy Details

5.1 General Principles

- All students have a right to have an assessment grade or mark reviewed, but the process should be approached in a responsible manner. Students must lodge a review request based upon specific grounds for review and follow the processes outlined in the associated procedure.

- ASA will not accept group applications or complaints. All requests for a review of an assessment grade or mark (**review**) must be made individually.
- All requests for review are treated seriously and resolved fairly, according to consistent guidelines.
- Confidentiality is maintained by all staff members involved in the process. Students will not be disadvantaged by requesting a review or making a complaint or appeal regarding the outcome of a review.
- If a conflict of interest between the student and the decision maker in the review process is identified, the Academic Dean will allocate a person not associated with the student to manage the review to ensure a fair and transparent process.

5.2 Grounds for Review

The following are acceptable grounds for a review if evidence can be provided by the student that:

1. The learning outcomes were not clearly defined in the unit material.
2. Assessment tasks were not clearly defined or outlined in the unit material or to the students.
3. The assessment procedure outlined in the unit material was not followed.
4. A piece of work submitted according to stated requirements had not been marked.
5. Perceived bias by a member of academic staff against the student may have affected the grade or mark awarded to the student. This allegation must be supported in writing with specific details.
6. Alleged wrongful advice from teaching staff. Examples include advice relating to the content of the assessment or approval of an extension for an assessment.
7. Inappropriate or incorrect application of marking criteria, calculation, or administration of mark.

5.3 Timeframes

Students applying for a review should refer to the *Student Assessment Review Procedure*, which governs the process of applying for a review and time limits for seeking a review. A failure to comply with time limits may result in the review request being dismissed.

5.4 Making a Request

In applying for a review, the student is responsible for providing any evidence that supports their request and establishing that the assessment grade or mark in the first instance was unreasonable as per Section 5.2. The student is required to complete an Assessment Review Request Form and provide information relevant to the decision. The form can be accessed via <https://www.asahe.edu.au/policies-and-forms/> or by contacting the Student Services team. The reviewer will consider the material presented in their decision.

New grounds for review or new evidence should not be introduced during the process unless:

- There has been a major change in circumstances since the student initiated the review.
- The new information or evidence was not reasonably available to the student at the time of the initiation of the review.
- The new information or evidence has an clear impact on the review outcome.

Information or evidence relating to a matter may be verified prior to being accepted by the reviewer.

5.5 Confidentiality

All documentation relating to reviews will be kept confidential and shall be communicated only to those people who require the information by virtue of their role in the review process.

General feedback or points relating to continuous improvement will be communicated appropriately by the Academic Dean to reduce the likelihood of further reviews and support academic quality.

5.6 Outcome of Review

The reviewer may come to one or more of the following decisions relating to the review:

- upholds the original assessment grade or mark;
- lowers or reduces the original grade or mark;
- provides additional feedback to the student or lecturer; and/or
- sets aside the original assessment grade or mark and allocates a new assessment grade or mark.

6. Grievances

Where a student remains dissatisfied with the outcome of a final decision under this policy, the student may lodge a complaint under the *Student Grievance Policy* and associated procedure.

7. Relevant HESFs

This Policy and the associated Procedure comply with Higher Education Standards Framework (2021) which specifies that:

Standard 1.3 Orientation and Progression [...]

3. Methods of assessment or monitoring that determine progress within or between units of study or in research training validly assess progress and, in the case of formative assessment, provide students with timely feedback that assists in their achievement of learning outcomes. [...]

Standard 1.4 Learning Outcomes and Assessment

1. The expected learning outcomes for each course of study are specified, consistent with the level and field of education of the qualification awarded, and informed by national and international comparators.
2. The specified learning outcomes for each course of study encompass discipline-related and generic outcomes, including:
 - a. specific knowledge and skills and their application that characterise the field(s) of education or disciplines involved
 - b. generic skills and their application in the context of the field(s) of education or disciplines involved
 - c. knowledge and skills required for employment and further study related to the course of study, including those required to be eligible to seek registration to practise where applicable, and
 - d. skills in independent and critical thinking suitable for life-long learning.
3. Methods of assessment are consistent with the learning outcomes being assessed, are

capable of confirming that all specified learning outcomes are achieved and that grades awarded reflect the level of student attainment.

Standard 2.4 Student Grievances and Complaints

1. Current and prospective students have access to mechanisms that can resolve grievances about any aspect of their experience with the higher education provider, its agents or related parties.
2. There are policies and processes that deliver timely resolution of formal complaints and appeals against academic and administrative decisions without charge or at reasonable cost to students, and these are applied consistently, fairly and without reprisal.
3. Institutional complaints-handling and appeals processes for formal complaints include provision for confidentiality, independent professional advice, advocacy and other support for the complainant or appellant, and provision for review by an appropriate independent third party if internal processes fail to resolve a grievance.
4. Decisions about formal complaints and appeals are recorded and the student concerned is informed in writing of the outcome and the reasons, and of further avenues of appeal where they exist and where the student could benefit.
5. If a formal complaint or appeal is upheld, any action required is initiated promptly.

Standard 3.3 Learning Resources and Educational Support

1. The learning resources, such as library collections and services, creative works, notes, laboratory facilities, studio sessions, simulations and software, that are specified or recommended for a course of study, relate directly to the learning outcomes, are up to date and, where supplied as part of a course of study, are accessible when needed by students.
2. Where learning resources are part of an electronic learning management system, all users have timely access to the system and training is available in use of the system.
3. Access to learning resources does not present unexpected barriers, costs or technology requirements for students, including for students with special needs and those who study off campus.
4. Students have access to learning support services that are consistent with the requirements of their course of study, their mode of study and the learning needs of student cohorts, including arrangements for supporting and maintaining contact with students who are off campus.

Standard 5.3 Monitoring, Review and Improvement [...]

5. All students have opportunities to provide feedback on their educational experiences and student feedback informs institutional monitoring, review and improvement activities.
6. All teachers and supervisors have opportunities to review feedback on their teaching and research supervision and are supported in enhancing these activities. [...]

Standard 7.2 Information for Prospective and Current Students [...]

2. Information for students is available prior to acceptance of an offer, written in plain English where practicable, accompanied by an explanation of any technical or specialised terms, and includes: [...]
 - d. information to give access to current academic governance policies and requirements including admission, recognition of prior learning, transition, progression, assessment, grading, completion, qualifications, appeals, academic

integrity, equity and diversity, intellectual property and withdrawal from or cancellation of enrolment [...]

8. Version Control

This Policy has been reviewed and approved by the Australian School of Accounting Academic Board as at February 2024 and is reviewed every three years.

The Policy, with associated Procedure, are published and available on the Australian School of Accounting website <https://www.asahe.edu.au/policies-and-forms/>.

Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved:	Effective Date:
2024.1	Director Learning and Innovation	Updated policy to include HESF references, changes in regulatory compliances. Benchmarked against 4 other Higher Education Providers.	14/02/2024	08/03/2024
Previous version archived. New Policy code and numbering system implemented.				
2.0		Academic Board approval	28/04/2021	
1.0		Academic Board approval	19/05/2020	