

Name:	LEARNING, TEACHING & ASSESSMENT PROCEDURES
Policy No:	Procedures to support policy PP3130
Approved by:	Academic Board
Last reviewed:	New - August 2018
Responsible Division/ Department	Professional Resources Division/ACER Institute

1. Purpose

To support the policy statements and principles outlined in the ACER PP3130 Learning, Teaching and Assessment Policy.

2. Scope

These procedures apply to all Staff Members and Students.

3. Definitions

See [Glossary of Terms](#)

4. Legislation and related documents

ACER [Student Policies](#)

[Australian Qualifications Framework \(AQF\) 2nd edn. \(Jan 2013\)](#)

[Disability Standards for Education 2005](#)

[Higher Education Standards Framework \(Threshold Standards\) 2015](#)

[Privacy and Data Protection Act 2014 \(Victoria\).](#)

[Copyright Act 1968](#)

5. Learning and teaching

5.1 ACER will provide a quality, fit-for-purpose and innovative learning environment which is underpinned by research and enabled by learning technologies.

Procedures to support policy statement 5.1:

- 5.1.1 Teaching methods, learning technologies, and assessment tasks are selected through considered pedagogical design.
- 5.1.2 Learning and teaching encourages a creative, flexible and bold approach to the development of knowledge, services and materials.
- 5.1.3 Learning and teaching activities employ educational approaches that emphasise and embrace technology. These approaches are required to undergo annual review for applicability, currency and best practice in online learning.
- 5.1.4 Online learning management systems (LMS), other technologies, resources and facilities are current, functional and designed to ensure the sustainable delivery of high quality learning and teaching.
- 5.1.5 Staff Members are equipped with the necessary skills to effectively use current and emerging digital technologies in learning and teaching.
- 5.1.6 Student research capacity is progressively developed throughout the Course, by the incorporation of high quality, innovative research and research-based services and materials into each Unit.
- 5.1.7 Academic staffing is responsive to the level and extent of academic oversight and teaching capacity needed to lead students in intellectual inquiry suited to the nature and level of expected learning outcomes.
- 5.1.8 Any third-party learning technologies must:
 - i. have approval for use in Award Courses and Units from The Director;
 - ii. be trialled and evaluated by the staff member(s) proposing the technology;
 - iii. be accessible to all Students;
 - iv. have the capacity to be traceable and monitored.

5.2 Learning and teaching activities foster progressive and coherent achievement of expected learning outcomes.

Procedures to support policy statement 5.2:

- 5.2.1 Unit content, teaching activities and assessment items are mapped so they support the progressive achievement of learning outcomes and are at a level consistent with AQF Award specifications.
- 5.2.2 Learning outcomes specified for the components of a Unit are aligned with each other and with the learning outcomes of the Course.
- 5.2.3 Teaching enables, motivates and challenges Students to extend their learning in ways that demonstrate high-level engagement with their discipline.

5.2.4 Learning and teaching activities are designed so that Students:

- i. understand the theories and research evidence underpinning the purposes and principles of assessment and feedback in the teaching and learning cycle;
- ii. understand the uses of moderation and triangulation of data sources to inform judgements;
- iii. learn to critically evaluate assessment in relation to defined frameworks;
- iv. learn to critically evaluate a range of assessment methods, and use appropriate criteria to select and judge evidence;
- v. develop the skills for self-assessment and peer assessment;
- vi. use appropriate criteria to make unbiased judgements of student achievement based on evidence;
- vii. use assessment evidence to inform and improve current practice, identify next steps for students and identify professional development needs;
- viii. can confidently use digital systems and learning technologies.

5.3 Approaches to teaching are varied and adaptive to future demands in learning

Procedures to support policy statement 5.3:

- 5.3.1 Learning and teaching activities are informed by industry/professional feedback, discipline standards, data analysis and ongoing quality review processes, to ensure they are responsive to changing contexts and settings.
- 5.3.2 Learning and teaching activities incorporate current and appropriate learning technologies that are accessible to all users. Technology should be seamlessly integrated into both physical and virtual learning environments.
- 5.3.3 Students are encouraged to design, create, manage and evaluate sustainable, ethical and innovative digital solutions to meet and redefine current and future needs.
- 5.3.4 Staff Members improve their scholarship in an ongoing manner through Professional Development opportunities, peer support, professional benchmarks, consultation, and evaluation.
- 5.3.5 Specific learning and teaching activities are adopted so that students acquire skills in independent and critical thinking suitable for life-long learning.
- 5.3.6 Students are exposed to the generic *and* specific knowledge and skills required for employment and further study, including the knowledge and skills required to be eligible to seek registration to practise (where applicable).
- 5.3.7 Teaching activities encourage students to reflect on past performance and plan for future development.

- 5.3.8 Learning analytics are employed to increase student engagement, investigate future trends and demands, optimise student performance, and inform the current learning and teaching environment.
- 5.3.9 Learning and teaching tasks encourage students to be self-reflective and display the capacity to listen to and learn from others in to improve the quality of their work.

5.4 Staff Members are responsive to students' learning needs and aim to anticipate, understand, meet and exceed students' expectations.

Procedures to support policy statement 5.4:

- 5.4.1 The learning environment is characterised by respect, fairness, openness and support of physical and emotional wellbeing.
- 5.4.2 Teaching and support staff are accessible to students seeking individual assistance with their studies, at a level consistent with the learning needs of the student cohort.
- Students are able to access assistance via methods such as email and the LMS.
 - Online Facilitators are available for six hours per week and will endeavour to respond to Students in a timely manner, within 24 to 48 hours.
- 5.4.3 Students are made aware of the resources available, and receive relevant and timely information on technology requirements, the use of mobile devices for learning, and digital literacy expectations.
- 5.4.4 Learning support services are regularly reviewed so they are fit-for-purpose and easily accessible.
- 5.4.5 Future learning and teaching strategies and activities are responsive to student feedback.
- 5.4.6 Learning activities encourage Students to be self-reflective and develop the capacity to listen to and learn from others to improve the quality of their work.

5.5 The learning environment, whether physical, virtual or blended, and associated learning activities supports academic interactions among students beyond formal teaching.

Procedures to support policy statement 5.5:

- 5.5.1 Students are provided with the tools and opportunities for informal learning through peer support, networking, group work, team building activities and participation in virtual communities.
- 5.5.2 Personal contributions and achievements are nurtured through online [and face-to-face] collaboration.

6. Assessment

6.1 Methods of assessment are consistent with the learning outcomes being assessed and are capable of confirming that all specified learning outcomes are achieved.

Procedures to support policy statement 6.1:

- 6.1.1 Assessment activities are designed to promote engaged enquiry and ensure that students achieve key milestones and learning outcomes by demonstrating the advanced knowledge and skills required for professional highly skilled work and/or further learning.
- 6.1.2 The validity and reliability of each assessment method will be considered, and the design of assessment tasks will take into account the broader Course aims.
- 6.1.3 Assessment design:
 - i. tasks are sequenced and scaffolded to promote learning and enable students to progressively build their knowledge, capabilities and skills;
 - ii. incorporates valid criteria that assure key milestones in the achievement of learning outcomes are met;
 - iii. is appropriate to the learning outcomes and, where relevant, to professional standards
 - iv. are varied and designed to enable all students to demonstrate their knowledge, skills or competencies;
 - v. Unit assessment tasks link unit-level learning outcomes to course-level outcomes;
 - vi. may take the form of an essay, a case study, a diary of your-experiences and an analysis/critique of your practices against given criteria.

6.2 Current and appropriate learning technologies will be incorporated into Student assessment tasks and ACER learning tools.

Procedures to support policy statement 6.2:

- 6.2.1 Online learning activities are designed to support:
 - i) engagement, active learning strategies, both individual and collaborative learning, feedback, community-building, and
 - ii) user-created content, document sharing, and personalised communications.

- 6.2.2 Students are supported to develop the skills to use current and emerging technologies to enhance their learning experiences and future employment prospects.
- 6.2.3 Current learning technologies are embedded in teaching and assessment practices to ensure Students acquire a deep knowledge and understanding of digital systems, data and information, and the processes associated with creating digital solutions.

6.3 Assessment validly monitors student progress.

Procedures to support policy statement 6.3:

- 6.3.1 Assessment tasks engage students in learning and are designed as an integral part of the learning experience.
- 6.3.2 Student assessment tasks:
 - i. are clearly detailed in the Unit Guide;
 - ii. must be conducted as specified;
 - iii. are fair, equitable, inclusive, objective and auditable.
- 6.3.3 Clear criteria must be developed for marking all assessment tasks in a Unit, and details of the criteria must be communicated to Students in the Unit. Marking criteria must align with the explanation of the assessment criteria provided.
- 6.3.4 Unit assessment tasks are subject to regular review to assure their relevance, currency and effectiveness.
- 6.3.5 The technologies required for assessment tasks are based in principles of task-appropriateness, accessibility, safety, and usability.
- 6.3.6 Staff Members will identify any Students at risk of Unit failure, consistent with the ACER PP3113 Student Progression and Exclusion Policy, and Students will be reminded of the learning support available.
- 6.3.7 **Supplementary assessment:** Students may be offered the opportunity to progress by demonstrating competence through an alternative assessment mechanism, and a supplementary assessment task may be granted if a Student has completed all tasks and has a final Unit grade of between 45 to 49%. For supplementary assessment, only a Pass grade may be awarded.

6.4. Assessment activities support the academic integrity of ACER's Courses and Units.

Procedures to support policy statement 6.4:

- 6.4.1 Students and Staff Members will understand the procedures for preventing, detecting and managing plagiarism, as outlined in PP 3104 ACER Plagiarism Policy, and it is

expected that ethics, honesty and trustworthiness are displayed by all Staff Members and Students.

- 6.4.2 Procedures are in place to monitor quality of assessment at Course and Unit levels, and ongoing revision and improvement of assessment practices.
- 6.4.3 The approved grades of performance for Units are set out in the Course Rules. Grades awarded:
- reflect the level of student attainment;
 - are treated in a confidential manner.
- 6.4.4 Grades are determined according to the marks gained:
- High Distinction: 85-100%
 - Distinction: 75-84%
 - Credit: 65-74%
 - Pass: 50-64%
- 6.4.5 Group work must be assessed by means which allow the real contribution of each member of the group to be determined. Group work must not constitute more than 50% of assessment for a Unit unless approved by the Director.
- 6.4.6 Where attendance requirements are set for a Unit, attendance records must be kept. Marks cannot be awarded for attendance per se.
- 6.4.7 Assessment task records must be retained and stored according to the ACER Records Management Policy 3.14.
- 6.4.8 Reasonable adjustment of assessment may be applied to assist a student with a disability to participate in studies on the same basis as other students who do not have a disability. An adjustment considers barriers to study and balances the interests of all parties affected, including those of the student with the disability, the education provider, staff and other students.
- 6.4.9 Staff Members will identify and act upon possible cases of academic Misconduct by a Student in accordance with the ACER PP3102 Code of Conduct Policy and ACER PP3106 Academic Teaching Review Policy.

6.5 Students receive constructive, adequate and timely feedback on their performance and results in assessment tasks.

Procedures to support policy statement 6.5:

- 6.5.1 Feedback will be clear, explicit, usable and focused on enabling Students to improve their performance and progress towards their Learning Outcomes and goals.

- 6.5.2 Feedback on an Assessment Task must be provided in time to enable Students to improve their performance in areas of knowledge or skill development before further assessment.
- 6.5.3 Assessment tasks, with the exception of a final examination, must be marked and made available for collection within three weeks of the submission date unless otherwise specified in the Unit Guide.
- 6.5.4 Students will be notified of grades and feedback for assessment tasks within three weeks of receipt of submission, and students are required to confirm notification of grades by return email.
- 6.5.5 For final results, Students will be notified of grades five weeks after receipt of submission. Students are required to confirm notification of final grades by return email, or other agreed technology in use at the time.
- 6.5.6 An approved grade of performance will be determined and declared for each Unit in which a Student is enrolled, and released in accordance with the Course Rules. A withheld result may be granted in a Unit in accordance with the Course Rules. A withheld result must be declared 10 weeks after the release of results date in accordance with the Course Rules.
- 6.5.7 Where an incorrect grade or mark has been declared as a result of an administrative error, Students will be informed in a timely manner and the amended result(s) must be approved by the ACER Assessment Committee and recorded as a late or amended result.

6.6 Students will be given clear and timely instructions regarding the submission of assessment tasks.

Procedures to support policy statement 6.6:

- 6.6.1 Unit Guides will include the format for submission of assessment tasks.
- 6.6.2 Dates and times for submission of assessment tasks are notified to all Students on commencement of the Unit.
- 6.6.3 Successful submission of assessment tasks will be reflected on the LMS, with Student accounts showing a confirmation of submission.
- 6.6.4 Notification will also be sent to the Student Administrator for storing in the ACER Records Management System.
- 6.6.5 All hard copy Assessment Task materials must be mailed to ACER by registered mail. Receipt will be recorded by ACER and an email of receipt sent to the Student.

- 6.6.6 All marked material is mailed back to the Student, and requires an email note from the Student on receipt of the material. This process must be followed to provide safeguards for staff and students against claims of non-receipt and non-return.
- 6.6.7 Students who do not meet the specified deadline for an Assessment Task will be penalised as outlined in section 6.6.8:
- 6.6.8 Assessments tasks are considered to be late if submitted after the time prescribed in the Unit Guide or authorised as an extension. **Late submission procedures:**
- i. If a submission is sent by registered mail, it must be recorded on or before the due date. Assessment tasks will not be accepted after five working days, and a score of zero will be recorded for that task.
 - ii. Work submitted late will be marked in the normal way, and a penalty then applied. The original mark and the penalty should be clearly recorded for the Student and the ACER Assessment Committee. The pre-penalty mark should be used as part of the quality review of the Unit and the post-penalty mark should be used in any progression or Award calculation.
 - iii. Penalties for late submission shall be 5% of the total possible marks for that task for each delay in submission of a day or partial day up to a maximum of five working days after the due date.
 - iv. Extensions may be granted in exceptional circumstances, as outlined in ACER PP 3117 Special Consideration Policy. An extension must be requested at least three (3) working days prior to the submission.
 - v. An application for an extension of the due date of an assignment should be made to the online facilitator in the unit, who will share with the course coordinator for a decision to be made. Extension requests must be made at least three (3) working days prior to the advertised submission date. Normally a staff member will respond within 48 hours of receipt of the extension request and notify the applicant (by email) of the outcome. If the application is denied, reasons for that decision will be stated.
 - vi. Where an extension of time has been formally sought by the Student and granted, this policy and the same penalties apply to the revised due date.
 - vii. The penalties for late submission and for seeking extensions of time for submission must be published in each Unit Guide.
- 6.6.9 Re-submission:
- i. Resubmission of work assessed as unsatisfactory is possible for some assessment tasks. Determination about the resubmission of an Assessment Task is made on a case-by-case basis. If resubmission is available, it is only

permissible after the original Assessment Task has been marked and returned to Students.

- ii. The date for such resubmission will be determined by the Unit Coordinator and Online Facilitator.
- iii. Resubmitted assessment tasks will be marked to a maximum of 50% of the total available marks for that Assessment Task. An opportunity to revise and resubmit is not a guarantee that the Assessment Task will receive a pass grade.
- iv. In determining whether a Student will be allowed to rewrite a failed Assessment Task, The Director will take into account the principle of equity and fairness to other Students.
- v. Extensions may be only given to Students in accordance with the ACER PP3117 Special Consideration Policy.

6.7 Moderation of assessment will be undertaken to assure quality and consistency.

Procedures to support policy statement 6.7:

6.7.1 Moderation procedures will:

- i) calibrate and moderate results;
- ii) ensure the validity and reliability of assessment grades;
- iii) assure the comparability of grading standards across multiple markers.

6.7.2 Moderation techniques may include: exchange marking, double marking, blind marking or the use of pre-determined criteria-based rubrics and comprehensive marking guides.

7. Unit Guides

7.1 Assessment tasks are fully outlined in the Unit Guides. After distribution of the Unit Guides to Students, any changes to the Unit Guides which adversely affect Students must only be made in exceptional circumstances. The following procedures must be undertaken prior to making the changes:

- i. Approval in writing must be obtained from the Director;
- ii. All Students enrolled in the Unit must be notified of the changes;
- iii. Relevant Staff Members must be notified of the changes.

8. Responsibilities

See Schedule of Delegations.

9. Dispute Resolution

Should a dispute arise in relation to the interpretation or application of this Policy or its Procedures a Grievance may be notified and managed in accordance with the ACER PP3111 Student Grievance Resolution Policy.

10. Awareness of Policy/Procedures

The Director will take reasonable steps to disseminate and explain this policy/these procedures to Staff Members and to Students who may be affected by it.

The policy is available online at: <http://www.acer.org/professional-learning/postgraduate/students/policies>

11. Version Control

Authorised by: ACER Academic Board
Maintained by: Director, ACER Institute
Written: August 2018
Review: August 2019
Version: 1

Version Control	Date Effective	Approved by	Amendment
1.			New

SCHEDULE 1 – Unit Guide Checklist

It is ACER Policy that a Unit Guide must be developed for every Unit. All commitments and requirements of Staff Members and Students stipulated in a Unit Guide must be adhered to.

Unit Guides must be approved in accordance with the Learning, Teaching and Assessment Policy and its approved Procedures.

The information in the checklist below must be included in the Unit Guide as a minimum requirement.

CHECKLIST FOR UNIT GUIDES	
Section A – General Information	
Unit code and title in full	
Unit structure and delivery	
Unit Staff or contact including name, telephone number and consultation times (where possible) either online through Adobe connect or email	
Student learning outcomes	
Mandatory minimum attendance requirements, where relevant (in accordance with Course Rules)	
The technologies and minimum IT requirements for assessment tasks	
List of key references, including the statement (where relevant) that: recommended readings are not intended as an exhaustive list and that Students should use the Library catalogue and databases to locate additional resources. http://www.acer.edu.au/library	
Any materials that should be purchased	
Section B – Assessment	
Clear details of the assessment tasks to be used to assess the Unit	
Weight to be given to each Assessment Task in determining the final result	
Marking Rubric - details of criteria used to assess each Assessment Task or details of where the criteria can be found	
Requirements, if any, on Student contributions to tutorials and/or seminars and details of criteria for assessing such contributions	

Dates for submission or presentation of any Assessment Task and times where relevant	
Penalties for late submission and for seeking extensions of time for submission of assessment tasks are clearly stated	
Indicate if resubmission of work assessed as unsatisfactory is possible for some/specific assessment tasks.	
The details of the type of referencing system to be used for written work. The APA 6th referencing system (Author-Date) is ACER's default referencing system	
Use of internet resources and any restrictions placed on use of internet sources	
A reference to ACER's policy on Plagiarism, along with the statement below must be included: In line with ACER's academic integrity and honesty policy, using the ideas of someone – unintentionally and intentionally – without giving them proper credit constitutes plagiarism. This must not occur in any circumstances, and if detected will be penalised	
Statement of authorship must also be attached to the Unit Guide for completion by Students with every Assessment Task not submitted online	
The following procedures for assessed work must be included in the Unit Guide: a. Method of submitting each Assessment Task (e.g. hard copy, online, email); b. Arrangements for acknowledging submission of work; c. Procedures for the returning assessed materials; d. Procedures for retention of written and electronic assessment items. .	
Section C – Relevant ACER policies, procedures and student services	
Reference to <u>ACER website</u> where polices, rules and services may be found.	