

Assessment, Moderation, Progress and Misconduct Policy

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1.0 Purpose

This policy provides a framework for assessment across the Guild's higher education courses. Student assessment is integral to the quality of student learning. This policy governs assessment at the Australia Guild of Music Education. All assessment at the Guild must be conducted based on the principles of integrity, equity and veracity.

2.0 Scope

This policy applies to all staff undertaking teaching/assessment in the Guild's higher education community, regardless of the tenure. The Guild is a multi-sector provider and this policy applies only to higher education staff for the assessment of students undertaking a higher education course. It is acknowledged that students will come from a range of backgrounds and pathways. This policy covers:

- Assessment and Grades
- Moderation
- Student progression
- Students at Risk
- Academic Integrity and Misconduct

3.0 Objectives

Assessment at the Guild aims to determine whether its students are achieving the learning outcomes set for the course and the underlying units. To achieve this, there are a range of assessment methods which are used to assess student's work, such as written, oral, practical and performance.

The Guild is committed to ensuring that assessment at every level will be based on clearly articulated criteria. Grades will be awarded based on the attainment (or otherwise) of those criteria at stated performance standards. The Guild is committed to achieving the following aims.

- Well-designed Assessment
- Fairness and Equity
- Academic Integrity

4.0 Implementation

Implementation is to be carried out by all academic teaching staff under the leadership of relevant Unit Coordinators. The following principles will be applied with regard to all assessment and related activities at the Guild.

1. Assessment and Grades

- The development of assessment will ensure that there is alignment between assessment tasks, learning outcomes and graduate attributes
- A range of assessment types are used, including alternative assessment methods for students with a disability, where appropriate
- Assessment judgements are made against stated criteria to ensure consistency of assessment outcomes
- Assessment criteria are made available to students
- Scheduling of assessment due dates takes into account student workload
- Penalties for late assessment are published and applied consistently

2. Student Appeals against Grades

- Students are made aware of the processes to appeal assessment marks and grades

- Appeal processes are fair and equitable
- Appeal processes apply the principles of natural justice

3. Assessment Moderation

- Moderation of assessment is conducted using grading criteria to achieve consistency of outcomes
- Criteria for assessment grades are published
- External moderation is utilised to benchmark assessment criteria and outcomes

4. Students at Risk

- Mechanisms are in place to identify and monitor student progress
- Students are advised of unsatisfactory progress in a timely manner
- Students at Risk of unsatisfactory progress are offered support

5. Academic Integrity and Misconduct

- Students are responsible for academic honesty and ensuring that all assessment submitted is their own work
- Plagiarism is monitored to ensure academic integrity
- Appropriate penalties are in place that are administered fairly

Assessment

Assessment items for each unit will be designed in accordance with the course learning outcomes and graduate attributes. The main lecturer for each unit works with the Coordinator and Dean to ensure that assessment tasks are appropriate. A range of assessment types are to be developed for each unit that are appropriate for the unit content and will assess students against the learning outcomes. Assessment criteria are to be provided for each unit, and assessment tasks are to contain the appropriate level of complexity for the year level and to reflect an appropriate workload for the unit based on the credit points allocated. All units must have a unit outline that details unit rationales, learning outcomes, content, delivery and assessment. Further details such as mapping to learning outcomes, weighting and assessment details must also be provided.

Changes to assessment may only be made under exceptional circumstances and with the approval of the Dean. Students are to be notified of the change as soon as possible so that students are not disadvantaged. Changes to units must be approved by the Academic Board and recorded in the Feedback and Improvements Register. Significant changes may require a Material Change to be submitted to TEQSA for approval. A full review of units and courses is conducted for the renewal of course accreditation submission to TEQSA when it is due.

Units are to be reviewed for continuous improvement by seeking feedback from students each term. The feedback is to be used to make improvements to unit content and assessment, within the 30% limit of change permitted by TEQSA.

Feedback to students

Feedback may be provided in a number of ways such as via verbal or written comments from lecturers directly on the assessment, or via Moodle. Feedback should be respectful, timely and in a form that will allow students to improve their learning, including suggestions for improvement. The criteria for assessment should be such that it is clear to students why they received their mark and how they could improve next time.

AGME's responsibilities

Procedural Fairness

- Students must be given reasonable notice of assessment in terms of expectations, weighting and due date.

- Students must be treated fairly, with respect and with due regard to their privacy.
- Student's privacy must be treated with discretion.

Assessment details will be made available to students at the commencement of each term. Final students' results will be published after they have been ratified by the Academic Board.

Term Examination and Assessment Schedule

- Examinations are carried out at the end of each term.
- Assessments will be as listed in the assignment guides and online MOODLE assignment links.
- A doctor's certificate or other supporting documentation should be given to the secretary if a student is absent from an examination due to illness, or event. Documentation must be received before the Academic board meets to approve the final results of the student.

Assessment Tasks

Students are assessed each term on course progress and assessed by performance and assignment results. Two qualified members of staff assess each candidate especially when and if one lecturer finds a reason to fail a student's assessment. Results are discussed and moderated in Academic Board meetings.

Students are required to use the Harvard referencing system when referencing a direct source or paraphrasing other person's work. Students are to use footnotes and bibliographies to comply with expectations of an academic paper.

Cover pages for assignments should contain the following information:

- Student name and number
- Unit name
- Teacher's name
- Title of assignment
- Date due

Students must keep a copy of all assignments submitted for assessment.

Copyright and plagiarism rules apply. AGME sets work for assessment with the expectation that it is either:

- the individual effort of the student;
- effort of an individual student who may discuss with others to better understand the topic, but who is responsible for submitting an individual piece of work;
- sole effort of the student based on an answer given in course textbooks.

Acknowledgement of all sources used in an assignment or work submitted for assessment in any written essay is expected by the AGME. It is considered as plagiarism when work is not sourced. Work that is not completed by a student yet deliberately submitted as that student's work is considered as cheating.

MOODLE contains the following statement for students to accept when submitting assignments.
This assignment is my own work, except where I have acknowledged the use of the works of other people.

NOTE* *“The Australian Guild of Music Education Moodle web site is the prime means of notifying students of results. Official Results are not released until they have been through a process of review and approval within Faculties. I understand the results found on MOODLE are unofficial and errors may be made when uploading results, if I note an error I will notify the Guild CEO of any concern regarding results.”*

An external member may review assessments from time to time to allow for moderation of assessments against other institutions marking processes. This allows AGME to benchmark its assessment processes and ensure consistency of marking is applied.

Assessment Due Dates

Students are to complete all assessment in the format specified by the lecturer and include details of their name; unit name; lecturer’s name; unit code; student ID; and the assessment topic.

Final Assessment Due dates for each term are: 30th April, 30th June, 31st August, 31st October. Theory assignments are due 2 weeks prior to the end of term assessment dates to allow for feedback to be given to students prior to their end of term assessments.

Final exams, for performance and musicianship only, are in the 2nd week of November to allow students a week to prepare for their performance exams after completing all other course assignments on the 31 October.

Late Assignments

Students will receive a 5% decrease in their mark for each assignment per day, every day the assignment is late. If an extension has been applied for and granted before the assignment due date, then the reduction in marks is not applicable. Students can only obtain a pass mark if an assignment is more than 2 weeks late, however, this does not apply to assignment extensions.

If student fail to hand in their assignment by the granted extension date, then the 5% decrease in mark applies as above, from the granted extension due date. Students can only obtain a pass mark if an assignment is more than 2 weeks late after the granted extension due date.

Examination Rules and Procedures

Performance Examinations

- Two examiners are required to assess all Guild term examinations at tertiary level. Both must mark independently of each other. If the marks differ the average is accepted.
- In the event of total disagreement a third examiner is required and the majority decision prevails.
- The final result(s) are presented to the Academic Board who must consider the recommendation/result and make a decision as to whether to endorse the result.
- A video DVD is mandatory in all performance examinations, and is to be used in the event of a student’s appeal
- All examiners meet with the Academic Board annually to discuss outcomes/concerns/recommendations etc.
- Annual examinations are conducted by a panel of examiners (2 to 3).
- Examinations for less common instruments include a third examiner who is external, and who is proficient in the instrument.

- An external member may review examinations from time to time to allow for moderation of assessments against other institution's marking processes.

The Dean and CEO review and discuss the final results, which are then submitted to the Academic Board by the Dean.

Theory and Aural Development

Assessment is generally easier in these two modules as it is more closely related to either correct or incorrect answers. Again two examiners adjudicate under the same rules conditions that apply to all other units.

Exam Duration

Exams/tests can range from 30 – 45 minutes to 3 hours

- Solo performance (depending on the level 30 – 45 minutes)
- Ensemble performance (10 – 20 minutes)
- Choir performance (5 – 10 minutes)
- Theory (3 hours)
- Aural (20 – 30 minutes)

Approved Examiner's and Qualifications

All appointed Examiners, with the exception of external examiners, must hold the AGME Examiners certification plus a degree together with post graduate qualifications, and/or a minimum of ten years' experience. If an external examiner is required, they must hold professional experience or standing, and/or the highest Public Performance examination level.

Each examiner must be given the set rubric as a guide for marking assessments. For performance exams the examiner is required to use the instrumental syllabus as the marking guide.

The AGME have a special list of approved examiners and two of the following are normally appointed to the task, Dr Ern Knoop, Dr Ivan Holmes, Mr Jeff Wood, Ms Bernadette Norton, Prof Josef Aronoff, Mrs Leonie Wobking, Mrs Greta Grybaitis, , Mrs Glen Carter Varney

Supervisors for Distance

Distance students are required to obtain a supervisor, for tests/final exams for Performance and Musicianship units. Students are to advise the supervisor of the attending students' exam date (which are posted on the forum) and to attempt to hold the exam on the same date. If this is not possible, then the supervisor and student should negotiate a date as close as possible to the attending student exam date.

It is preferred that the supervisor is in a position of trust such as a school teacher, police officer, minister of religion etc. Family members or friend are not appropriate. The student can search through the [teachers register](#) on the AGME website.

The supervisor's name, address and email address needs to be sent to AGME, together with proof of the supervisor's position, and a statement declaring that they are not a family member or friend. The student will be notified of acceptance of the supervisor selection by email.

Supervisor's Role

A supervisor will be expected to sign and record times and dates on the supervisor form that is sent out with exams. Exams/tests will also be sent to the supervisor by AGME.

A supervisor should ensure that exam conditions are the same as for attending students. For example, there are to be no textbooks or online access (phone or computer access) during

exams/tests. For performance exams, the supervisor is to ensure that the exam does not stop between each section that is performed. There can be only a break in time from a solo exam to an ensemble exam to a choir exam. Breaks between songs in a performance solo exam are not acceptable for video recordings.

Attendance at examinations

Students are required to attend all examinations. Examinations for distance students will be sent to their supervisor (see supervisor details below). Attendance at examinations is compulsory. Students will receive a fail for an examination unless they produce evidence of a valid reason, such as a doctor's certificate for illness.

Exam times are set and placed in the 'Where We Are At' [WWAA] notices, which are automatically sent out to students. Students are to be present at all examinations on time. Saying that you didn't get the WWAA notice with the exam timetable is not a valid excuse, and will not be accepted as a reason as it is up to the student to keep vigil of all correspondence sent out by the Guild and to keep their email address updated on the student portal.

Admission to the examination room

Students are to be respectful of other students and upon entering the exam room they are to go directly to their seats unless required in theory tests to receive the exam paper from the supervisor at the front of the room. Instructions of the exam are to be followed. Students must present their Student ID before admission to the exam room. A supervisor will notify you of when you are to start your exam. Students are not permitted to enter the exam room after 50% of the total exam time has elapsed.

Conduct of students

Communication between students during an examination is not authorised unless the supervisor is answering a student query. A student should raise their hand if they need to clarify a question on the examination. Any student found cheating or disrupting other students will be told to leave the room and lose the chance of completing their examination, thus increasing the possible chances of a Fail result. Disciplinary action is to be determined by the Dean.

Material or Equipment in the Examination Room

- Students are permitted to bring bottles of water into the exam room.
- Students are not to bring anything other than a pen, pencil, paper, eraser, and instrument (if performance related). Bags are to be left with the receptionist or supervisor.
- For performance related tests the student should have a video camera or the student can still gain good audio quality from an IPHONE, IPAD or even a web cam depending on the web cam.
- For aural tests a computer and headphones are required as the student will need to play back the DVD that is sent to them. NOTE* If the DVD is not playing back please install VLC (Video LAN software from <http://www.videolan.org/vlc/#download>).
- Distance students may need to take a computer laptop for aural exam playback just in case the DVD does not play back on the supervisor's DVD player. Find out if your supervisor has a laptop before arriving on the day set for your exam.
- Electronic devices, including phones are not permitted and must be turned off prior to entering the exam room, unless they are required for the exam.

The student and supervisor is to test the equipment prior to the actual exam (audio and video must be clear and everything must be in full view) which must run it's full length, such as each requirement must run one after the other, technical work, list A and B pieces for first & second term

or for term 3 technical work then list C and D pieces, or for term 4 technical work then all list pieces A, B, C & D. Supervisors must introduce themselves at the start of each video recording.

For ensemble a 5 minute practise session is expected to be recorded to demonstrate the student has leadership skills and the group are working as a good team. The remaining time should be a full song recorded with no breaks.

Video must then be transferred to WMV or MP4 onto a USB hard disk stick or straight onto DVD.

Note: The student can request permission to use a YOUTUBE PRIVATE (unlisted) Link. Links must be sent to the CEO and Dean, which will then be sent out to the set examiners.

Leaving the exam room

Students can leave the exam room upon completing their exam as long as they remain respectful of other students by being quiet and returning their theory exam to the supervisor. Students are to also be quiet if in the hallway and kitchen after completing their examinations. At least 50% of the examination time should be attended by the student prior to leaving.

Readmission to the exam room

A student cannot enter the exam room again after completing their examination. This does not include toilet visits.

Absence from an Examination due to illness

Students are to notify the Guild if they are going to be late or absent. Preferably, this should be done prior to the exam. If the student cannot attend due to sickness, the student can apply for deferral of the exam, which can be set to another day when the supervisor is available.

A medical certificate from a registered medical practitioner is to be presented as evidence prior to deferrals being accepted. If a student is unable to attend an examination due to an event that is beyond their control evidence is required to demonstrate the event actually happened (e.g. police report, mechanic repair slip or RACV attendance slip for car breakdowns etc.)

Deferred Examination

A student can request to defer examinations through illness, misadventure, significant & professional performance opportunities, or approved reason. Requests may be made in writing to the Dean. The Dean will notify the student when the next possible time the examination can be held if the request is approved.

Special Consideration

A student may apply for special consideration if they fall ill during an examination and need to leave early. Other unforeseen circumstances that may expect a student's results, such as a death in the family, may also be grounds for special consideration. Evidence must accompany an application for special consideration, such as a medical certificate, death certificate. Other relevant evidence, such as a police report for a car accident; RACV receipt for car break-downs must be provided.

Grading Codes

GRADE	ABBR EV	%	DESCRIPTOR
High Distinction	HD	85-100	Work of an excellent standard which demonstrates a high level of understanding of course content while producing work in a professional presentation. Work produced may possibly gain publication, air time or public performance. Displays individuality and creativity while expressing ones thoughts and actions. Well versed and demonstrates exceptional research skills. Performance ability suggesting standards

			of expertise towards a well-developed professional musician who can use musical artistry and creativity as an accompanist/soloist/tutor/sound engineer/composer. Presentations of a high standard in technique/technical control/expression which are fluent, thorough, refined and at a professional standard.
Distinction	D	75-84	Displays evidence of a very high standard which is original, well researched and up-to-date while using convincing arguments or expressive performance skills. Demonstrates individual thought which extends past the content taught in lectures/tutorials/forums and chat sessions. Competence in most areas that indicated wide reading and research and an understanding of theoretical concepts which were fully discussed and understood. A clear understanding of the material submitted which demonstrates potential towards becoming a well-rounded musician who can use musical artistry as an accompanist/soloist/tutor/sound engineer/composer. Accomplishment towards excellent musical creativity and technical control.
Credit	CR	65-74	Work is understood and presented at a high level. Written work does not always have clarity and can at times be poorly structured yet is adequate and above a pass standard. Particular important details can at times be missed yet work is good. Research skills may need improving as student relies mainly on course material/resources. Musicality expressed and confident techniques in performance with infrequent intervals in technical areas.
Pass	P	50-64	Minimum requirements are met and student has adequately demonstrated an understanding of the material. Basic skills in writing demonstrated an understanding of the material, but expression of content, presentation and spelling and grammar all need work. Musical creativity, performance, technique, style, control, and expression displayed yet often weak and insecure. Research skills are limited or at times non-existent.
Conceded Pass	CP	46-49	Work submitted or performed is below the minimum requirements of a pass mark yet has demonstrated the potential to attain a higher grade.
Fail	FF	0-45	Poor quality work submitted which has not met the requirements of the unit. Insignificant knowledge of material. A small amount or no evidence towards academic and/or technical skills was produced by the student. Performance does not demonstrate a professional sound which could be yet, is not limited to the following: student stopping during solo, weak expression, lack of musicality, unable to read musical score.
Withheld	W	N/a	Withheld results (reports/transcripts) are applied when students have not returned DVDs/library loans/fees. Reports and transcripts are issued upon items/fees being returned/paid
Advanced standing	AS	N/a	Recognition of Prior Learning (RPL) is gained upon an application to the AGME when requirements of several unit are satisfied, such that the student can commence the course at second or third year level.
Deferred Assessment	DE	N/a	Deferment is granted to student upon deferment request and assessment is held upon completion and re-enrolment.
Withdrawn with penalty	WN	N/a	Debt incurred when student withdraws from a unit after the census date in a particular term and penalty applies of immediate fail due to all course work for that term are incomplete.

- 2 Conceded Passes (regardless of unit) – the student must repeat the entire year
- 2 Fails in one year (regardless of unit) – the student must repeat the entire year due to the incremental learning nature of the units across the year.
- 1 Fail plus 2 Conceded Passes – the student must repeat the entire year.

Processing Assessment Results

The person supervising the examination distributes the exam papers at commencement of the exam and then collects the completed papers at the end of the exam, or students hand in papers when they have completed them. (Written/Theory exams only).

Exam papers must allow space for the student to place their name, space for a mark and

percentage, and space for feedback/comments. Workings must be attached to the test paper.

An exercise sheet for Aural tests is to be distributed to students and then collected at the end of the test.

For Performance tests, students are required to follow the assignment requirements regarding performance program notes.

Lecturers must submit the results in an Excel sheet for all results from each student, to the Head of Academic Studies. The Head of Academic Studies is to check all results, make sure all students have received a result and obtain reasons for anyone who has not received a result. Once results are approved by the Head of Academic Studies the results are presented to the Dean for review.

Results will be presented by the Dean to the Academic Board for confirmation of all results mid year and for final grades at the end of the year. Students receive all results online through the MOODLE Gradebook feature each term, and are also printed in the annual student report.

Appeals Against Marks or Grades

Students can appeal a mark or grade if they believe that an error has been made, or if they believe that the assessment has been unjustly marked. The student should discuss the issue with the relevant lecturer in the first instance and request a review of the mark.

If this does not resolve the issue, then the following formal processes should occur:

- the student should submit a formal request for a remark to the lecturer. Another lecturer will be requested to mark the assessment and the new mark will apply (even if it is less than the original mark).
- If this does not resolve the issue, then the student may continue to proceed in accordance with the Student Grievance Policy.

The members of staff involved should keep records of such discussions, including outcomes, for record keeping purposes.

Moderation

Moderation of assessment and grades is a quality assurance strategy directed at ensuring the reliability and validity of assessment in units. It tests whether the standard of marking across particular assessment components is appropriate and consistent.

The Academic Board is responsible for oversight of moderation of assessment. The Dean is responsible for ensuring that moderation processes are implemented. The Academic Board reviews the Moderation Report from the Dean and makes the final decision regarding moderation of results and grades, and ratifies them for publication.

Operational responsibility is devolved to the Head of Academic Studies unless the Head is the single teacher and marker in the unit.

Effective moderation requires:

- That the objectives of the assessment component, and the criteria on which marks will be awarded, are explicit and well justified, and are well explained to both students and markers
- That clear, well-understood marking guides are used
- That there is a mutually agreed and timely process of feedback to ensure that corrections to marking strategies or levels of assessment (i.e. “soft” versus “hard” marking) can be appropriately applied.

Moderation activities will occur each term for all higher education units offered. Collaborative activities will occur throughout the semester to ensure that effective and consistent assessment occurs.

At the commencement of each term, a moderation schedule will be developed to determine the assessment items that will be cross-marked internally and externally. A sample of written assessments will be cross-marked blindly. The Dean will meet with teaching staff to discuss assessment expectations. Any new staff will be provided with examples of students' work from previous semesters so that they understand the levels required.

If concerns are identified during the term, the Dean is responsible for initiating discussions to investigate concerns. If systemic issues arise, then further investigation is required to determine a solution. The Dean must be satisfied that the solution will minimise the risk of the issue continuing. The Academic Board will seek to benchmark assessment annually with other higher education providers to ensure assessments are at the appropriate standard.

Examiners' Moderation Meeting

An examiners' meeting will be held at the end of each term for the purpose of moderating assessment. Items for discussion will include any major discrepancies arising from cross-marking (difference of over 10% between the original mark and the cross-marked item). Borderline grades will also be discussed to determine whether supplementary assessment is warranted or conducting a re-assessment is appropriate. A report from the meeting will be prepared for review by the Academic Board and for determining the approval of grades before publishing the grades for students.

Student Progress

The Dean is responsible for managing student progress in association with the CEO. The Academic Board has responsibility for oversight of student progress. The Guild is committed to monitoring student progress and ensuring that students who are potentially at risk of unsatisfactory progress are identified, monitored and offered support. The following mechanisms are used:

- Providing entry processes that are fair and robust
- Outlining course progress requirements for students
- Formative and summative assessment to identify issues early
- Identifying and monitoring students at risk
- Liaising with students regarding unsatisfactory progress
- Providing support and assistance to students
- Ensuring decision-making is transparent and fair
- Regular staff meetings to discuss students at risk

Students are responsible for their own learning and making satisfactory academic progress. Assessment criteria should be used when completing assessment tasks and feedback on assessment should be used to improve future assessment results. Students are responsible for:

- Undertaking good study habits to achieve learning outcomes
- Attending classes to meet the attendance requirements
- Attending performance venues as required
- Submitting assessment by due dates
- Attending examinations
- Notifying staff and seeking help if extenuating circumstances arise, including direct access to the Dean and CEO.

Unsatisfactory Progress

Processes for assessing and making decisions on unsatisfactory progress must be fair and equitable, and take account of individual circumstances of the students. Student records and evidence outlining monitoring, communication and supports should be utilised. Additionally:

- Students must be involved in the process and provided with opportunities to present their case, and afforded natural justice.
- Students must be permitted to have representatives with them at all meetings and stages of unsatisfactory progress proceedings.
- Review and appeal processes must be available to students.

Students must satisfactorily complete each year level before continuing to the next. The Grading Code table provides information on satisfactory grades, and requirements to repeat units or year levels in the event of conceded passes or fail grades. A student is deemed at risk of making unsatisfactory academic progress in a course if:

- They fail an assessment
- They fail a unit
- They fail an assessment or unit more than once
- Their grade point average falls below a pass grade
- They do not meet attendance requirements
- They will not complete the course within the maximum timeframe specified

Students at Risk

The Guild will collect and monitor the following data and prepare reports for the Academic Board.

- the number of subjects of study passed and specified by the Guild as the minimum for a defined period
- compulsory units and professional experience have been completed at the appropriate standard
- student attendance at compulsory teaching and assessment components of a unit of study
- fail grades for units of study and whether the number is within the satisfactory progress requirements that have been set
- significant negative variations in a student's academic performance
- any other progress issues that are observed.

Interventions and Support

Support mechanisms are offered by the Guild to give students every opportunity of successfully completing the course. The Student Support Policy outlines the areas of assistance that are offered, including counselling.

Interventions are undertaken as soon as possible to assist students and to reduce the change of unsatisfactory progress. Remedies include:

- The Dean or CEO meet with the students and discuss their particular problem. In the discussion students are involved in deciding upon an agreed resolution.
- Assignment extensions may be granted for up to 2 weeks.
- The student is given additional bridging tuition where required. This is set for Thursdays and Fridays depending on the staff member required. Some staff have been known to tutor students on Mondays or Wednesdays during their administration time period.
- External tutorials: Students may make an appointment with the English tutor, Alan Ironside, either in person or online. Staff can also assist students with essay writing.
- Students displaying borderline English proficiency on admission may be required to undertake regular English tutoring for the first term.
- Counselling: If support requires counselling Annie Nichols (counsellor) meets with the students and discusses their particular problem. The student may be referred to an external psychologist or psychiatrist, if deemed necessary.

Further action

After interventions and support mechanisms have been offered and a student is still making unsatisfactory progress, the Dean may decide to recommend that:

- Students are put on probation for a term if extension rules have not been observed, and if a student is still at risk due to lack of assignment submissions.
- Students must repeat a term if all course work in the first term is not attempted as a disciplinary measure to ensure that students understand the need to complete assessments.

The Dean will write to students who appear on the Academic Board's list of students who have performed unsatisfactorily. Students will be asked to show cause as to why:

- Their unsatisfactory progress should not be recorded on the student's academic record
- They should not be placed on probation
- They should not repeat a term
- They should not be excluded from their course of study.

The Academic Board will consider the student's responses to the show cause request and consider all evidence provided by the student. This will include whether the circumstances outlined were outside the student's control, such as: health issues; unexpected family or employment issues or any other unexpected event that could have affected previously satisfactory work.

The Chair of the Academic Board shall provide the Dean with lists of students:

- Whose progress was deemed unsatisfactory but whose unsatisfactory progress should not be recorded or result in exclusion from the course;
- Whose progress was deemed unsatisfactory but whose unsatisfactory progress should be recorded but not result in exclusion from the course; and
- Whose progress was deemed unsatisfactory and whose unsatisfactory progress should be recorded and result in exclusion from the course.

The Dean will write to students on each list advising them of the outcome of the show cause action. The Dean will advise the students about the procedures for appealing the Chair's decision. Subject to no appeal being received or following the outcome of an appeal against the decision, the Dean will implement the decision of the Academic Board.

A student who has been excluded from an academic course may apply for re-admission to that course or another course in accordance with the Guild's Admission and Entry Requirements Policy.

Misconduct

In assessing misconduct the following values will be observed:

- Students will be seen as innocent until they have admitted to misconduct or evidence is found or observed of such behaviour.
- Previous misconduct is not to be regarded as evidence and each circumstance is to be seen as an individual occurrence unless the student has been warned on numerous occasions about the same conduct.

Students found guilty of misconduct will have details recorded in their student file located in the Dean's/CEO's office.

General Misconduct

Misconduct is separated into general misconduct and academic misconduct. What is general misconduct?

- behaving/acting dishonestly

- harassing or interfering with other students or staff
- disrupting other students' learning
- failing to comply with legal requirements
- mistreating or destroying AGME property or the property of other students or lecturers/tutors
- altering or destroying AGME documents or records
- denigrating the good name of AGME
- acting in an inappropriate manner

AGME will report all criminal acts committed by students to the relevant authorities.

Academic Misconduct

The Guild is committed to upholding high standards of academic integrity and has processes in place to take action against students who act dishonestly or improperly in connection with their academic work. This includes ensuring that students do not infringe copyright laws. Further details are provided in the Student Handbook.

Examination Misconduct

Students are expected to familiarise themselves with the Student Code of Conduct and Examination Rules (both in the Student Handbook), prior to sitting an examination. Students who breach the Code may be asked to leave the examination room and may be subject to disciplinary action.

Plagiarism & Cheating

Plagiarism – means to not appropriately acknowledge another person's work and pass it off as your own.

Cheating – means a student is copying another student's work and submitting it as your own, either in examinations and assignments.

Unfair academic advantage is when a student copies another student's work, misleads their teachers about their ability, knowledge, skills, or amount of original work.

Plagiarism, cheating, and falsification of data are dishonest practices that contravene academic values of respect for knowledge and scholarship. These practices devalue the quality of learning, both for the individual and for others enrolled in the unit, and therefore constitute academic misconduct. Academic misconduct also involves consciously acting in a manner that would assist another student to commit plagiarism or acting in an inappropriate manner to obtain information with the intent to plagiarise.

Plagiarism is defined as the reproduction of someone else's words, ideas or findings and presenting them as your own ideas without proper acknowledgement and includes:

- Direct copying or paraphrasing from someone else's published work (either electronic or hard copy) without acknowledging the source
- Using facts, information and ideas derived from a source without acknowledgement
- Assisting another person to commit an act of plagiarism
- Submitting a paper to be graded or reviewed that you have not written on your own
- Copying answers or text from another classmate and submitting it as your own
- Citing data without crediting the original source.
- Fabricating references or using incorrect references
- Submitting someone else's presentation, program, spreadsheet, or other file with only minor alterations.

Identification of Plagiarism/Academic Misconduct

Supervisors, Examiners and Lecturers will use the following mechanisms to identify any instances of plagiarism or academic misconduct.

Assessor-led Plagiarism Checking – Risk Managed

When marking assessments, assessors will identify instances where assignments are very similar. When an instance is identified, the lecturer will inform the Dean and have both assignments double-checked. If both assignments are seen to be so similar that they have possibly been plagiarised, the Dean will report it to the Academic Board.

Similarly, if an assessor notices a vastly higher level of work in an assessment that exceeds that student's capabilities, the assessor will undertake steps to determine if the work has been plagiarised.

Random Google Searches

Assessors will use internet search engines as another means of identifying plagiarised work. Assessors will randomly copy extracts of assignments into the search engine to see if work has been plagiarised from the internet. Any instances of plagiarism will be sent to the Dean to report it to the Academic Board.

Compare Document – Microsoft Word

Assessors will use the "Compare Document" function of Microsoft Word to compare assessments and identify similarities of work that would constitute plagiarism. Any instances of plagiarism will be sent to the Dean to report it to the Academic Board.

Transcription Assignments

Transcriptions must be performed as well as notated in written form to ensure that the student has learnt the transcription and has not plagiarised the written notation of the transcription. Any instances of plagiarism will be sent to the Dean to report it to the Academic Board.

Penalties

Alleged cases of academic misconduct, including plagiarism and/or infringement of copyright law, by students enrolled at the Guild shall be referred to the Academic Board. Penalties may include:

- A reduction in the marks allocated to the relevant assessment component.
- A Unit/Module fail, with the option to re-enrol at a future date.
- Placed on probation requiring regular meetings with the Dean.
- Exclusion from a Course with the option to re-enrol at a future date.
- Withdrawal of an awarded degree.
- Requirement to undertake another form of examination.

The Dean will refer alleged cases of academic misconduct to the Academic Board to review the evidence and make a decision. Students will also be permitted to provide evidence for consideration.

Students who are aggrieved by the Academic Board's decision may lodge an appeal against the decision to the Committee of Management.

Disciplinary Procedure

Lecturers that identify an occurrence of academic misconduct will report it to the Head of Academic Studies, together with the assessment that has been allegedly plagiarised. The Dean will be advised and the matter will be referred to the Academic Board to review the evidence and make a decision.

The Academic Board shall decide to either (a) require the student to resubmit the work with appropriate revisions, or (b) fail the piece of assessment with which the misconduct was associated, or (c) fail the student in the subject of study with which the conduct was associated or (d) exclude the student from the course. The Academic Board will notify the student of its decision within 5 working days.

Regarding cases of incorrectly referencing material: Decision will be to discuss the error with the student and advise them of the correct way to reference material. The student will be allowed to resubmit the assignment after receiving notification of the Academic Board's decision.

The student will be asked to appear before the Academic Board, either by phone (distance students) or in person. The student will have the opportunity to make their case to the Board. A decision will be made if the student does not attend the meeting. The student may lose their candidature in cases of repeated instances of plagiarism and/or cheating.

5.0 Definitions

Academic Integrity

Demonstrating the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of coursework or research.

Academic Risk

Potentially not successfully progressing through a course of study and therefore not graduating from the course.

Assessment

A process used to determine student's achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

Assessment criteria

Specific student learning outcomes that are expected to be demonstrated in any particular assessment task.

Assessment Exemplars

Prime examples of what level of work constitutes a specific grade, such as the prime example of a Pass or Credit.

Assessment Moderation

The process for ensuring consistency of assessment marking across and within courses

Benchmarking

The process of reviewing materials against what another equivalent Institution is delivering to determine the equivalence and relevancy of standards between institutions

Course

A course or other set of units, *units of study/competency* or other defined work requirements, the completion of which makes the student eligible for the granting of an Award or other formal record of achievement by the Institute.

Cross-marking

The process whereby another lecturer or other academic personnel marks the same piece of assessment, without knowing the student or the mark given by the first lecturer. It is a method of determining equivalence of assessment outcomes.

Equivalence

The underlying principle for credit transfer is the assessment of equivalence with due regard to the similarity or difference of the education processes involved (including processes of delivery, teaching methodology and assessment).

Exclusion

This is the cancellation of a student's enrolment in a *course*. The student may re-apply for entry into a course after a period of twelve (12) months.

Learning outcomes

Learning outcomes are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Moderation

A process of independent checking or verification by a properly qualified person or committee.

Natural Justice

The principles of *natural justice* that decision makers under this policy must follow can be broadly summarized as follows:

- (a) All parties to the matter(s) in dispute, including respondent(s), shall have a right to be heard before a decision is made, including the right to respond to any statements or evidence that may prejudice their case.
- (b) All relevant submissions, information and evidence to be considered by the decision-maker should be disclosed, where requested, to all parties to the complaint prior to the hearing. Matters that are not relevant shall not be taken into account by the decision-maker.
- (c) The decision maker/s shall not be biased or appear to be biased (by a reasonable and informed bystander) nor have a vested interest or personal involvement in the matter being considered.
- (d) In addition to these principles of *natural justice*, there should be no undue delay in responding to complaints or appeals and all parties to such matters under this policy shall have the right to a representative of their choice, other than a currently practicing solicitor or barrister (except in extraordinary circumstances at a hearing with the prior leave of the Chair)

Performance Standard/Criteria

A clearly articulated description of the level of attainment that acts as a stable reference point or recognised measure for the purposes of reaching a decision on the quality of a student's work.

Plagiarism

Using another person's ideas, designs, words or works without appropriate acknowledgement.

Progression Rules

Means the progression rates and progression requirements approved by the Academic Board.

Special Consideration

Special consideration provisions in these procedures may allow a student to apply for supplementary assessment or some other form of consideration including a conceded pass in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

Unit

A *unit* of study, unit of competency, module or other similar component of a *course* that has an allocated identification code and is given a result which appears in a student's record.

Unsatisfactory Progress

Where a student fails to meet defined required minimum standards for progression in a *course* or fails to comply with a valid conditional enrolment agreement or other requirement, progress may be deemed to be unsatisfactory. Information on minimum standards for progression in courses is

contained in associated Procedures.

6.0 Related policies and procedures

- Student Grievance Policy
- Student Support Policy
- Code of Conduct (Student Handbook)
- Information Privacy Policy

7.0 Review

Three years from commencement.

8.0 Accountabilities

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and the Guild's community via the website and other publications.

Performance will be monitored against the following:

- Student retention rates
- Course pass/fail rates
- Student progression
- Student satisfaction
- Graduate destination
- Employer satisfaction

9.0 Revision History

Date Created: 6 May 2014

Approval Authority	Contact Person	Revision Due Date	Revision Date	Approved Date	Version No.	Revision Description
Academic Board	Chair	31 May 2017		16/5/14	1	Substantial revision to include additional information and processes on assessment and moderation; added information on student progression; students at risk and misconduct; transferred to AGME Policy template.