

HIGHER EDUCATION ASSESSMENT (DLI) PROCEDURE

Section 1 - Preamble

- (1) This Policy is effective from 18 June 2025.

Section 2 - Purpose

- (2) This Procedure provides guidance for the design and implementation of assessment in undergraduate award programs.

Section 3 - Scope

- (3) This Procedure applies to undergraduate award programs delivered at Deakin University Lancaster DLI Indonesia (DLI).
- (4) During the establishment of DLI, all policy, procedures and supporting processes will be regularly reviewed. In the establishment phase, defined as the first two years from when students commence DLI programs, any issues arising from the implementation of current policy, procedure or process will be referred to a jointly-convened Policy & Procedure Review Panel (PPRP). The PPRP will comprise designated academic and professional service representatives from the University Partners and the Office of the Rector. The PPRP will recommend an outcome best aligned with relevant principles and the best interests of any student(s) concerned, and will advise DLI on the future development of policy, procedure and supporting processes. During the establishment phase, the PPRP may make recommendations to vary any given policy only with endorsement from relevant University Partner governance processes. All academic policy and procedure will be subject to a full review at the end of the two-year establishment phase.

Section 4 - Policy

- (5) This Procedure is pursuant to the Higher Education Programs and Assessment (DLI) Policy.

Section 5 - Procedure

- (6) DLI Assessment will, as an interim measure for DLI establishment, align with University Partners' assessment procedures, including but not limited to:
- a) Lancaster University Manual of Academic Regulations and Procedures – [General Regulations for Assessment and Award](#)
 - b) [Deakin University Assessment \(Higher Education Courses\) procedure](#)

Module assessment task requirements

- (7) Assessment in a module may include:
- a) two to five summative assessment tasks OR
 - b) a portfolio OR
 - c) a dissertation/thesis.
- (8) Assessment tasks are ideally weighted as follows:

- a) No single assessment task, including end-of-module assessments and examinations, is weighted more than 60% of the overall module result. Assessment requirements of accreditation bodies, research/research theses, portfolios and project-based assessments are exempt from this requirement.
 - b) The maximum weighting for the collective component of a group assessment is 50% of the mark for the module.
 - c) Quizzes and end-of-module assessments that are administered online, are unsupervised and automatically computer-marked do not comprise more than 20% of the total module mark. A strong rationale is required for an exemption, which may include:
 - i. that the questions require complex or higher-level student thinking and response
 - ii. that there is a need for students to demonstrate foundational or threshold knowledge
 - iii. that the same outcomes are assessed elsewhere in the degree using a different assessment mode.
 - d) The combined weight of supervised and unsupervised automatically computer-marked questions does not comprise more than 60% of the total module mark.
- (9) To strengthen academic integrity of assessment, all quizzes, end-of-module assessments and examinations must meet one of the following criteria:
- a) Questions are randomly drawn from a pool of at least two times the number of questions. Question pools will be regularly reviewed for efficacy and relevance and refreshed when required.
 - b) Where randomisation of questions is not used, the number of quizzes, end-of-module assessment and examination versions will match the number of start times (e.g. 9 am) associated with the task (i.e. two start times require two versions of the task). Each version must be at least 75% different from other versions and from versions used in prior module offerings. Exceptions include:
 - i. alternative start times for students with Individual Learning Plans
 - ii. where fewer than five students are scheduled for the earliest start time.
- (10) All quizzes, end-of-module assessments and examinations:
- a) have time limits appropriate to the task and module that take into account the time it would take a well-prepared student to answer the questions
 - b) do not include true/false questions
 - c) do not use questions that are publicly available when the assessment is unsupervised, and computer marked
 - d) do not release answers until the assessment is closed. If the answers to questions are released, these questions cannot be re-used in subsequent module offerings.
- (11) The difficulty and complexity of assessments and the learning outcomes addressed by assessments must be reviewed by the Module Assessment Panel when:
- a) students are allowed to choose from alternative questions or topics
 - b) the assessment uses a randomised question pool

- c) there is more than one version of the assessment provided.
- (12) Students should be afforded the opportunity for early assessment, to receive formative feedback.
- (13) Where possible, students submit assessments via the learning management system, including through academic integrity breach detection software.

Communication to students about assessment

- (14) The Module Chair will ensure that information about assessment in a module is clearly communicated to students at the beginning of each trimester. Information about assessment is included in the DLI Handbook and module guide as specified in the Curriculum Design and Delivery (DLI) Procedure.
- (15) Students must be notified in writing of any change to the means of assessment made after the publication of the DLI Handbook and within ten DLI working days of the commencement of the trimester in which the module is offered.
- (16) Assessment details are to remain in place for 3 trimesters of the academic calendar. Changes to the types and weighting of assessment may only be made part way through a trimester or calendar year in exceptional circumstances with the approval of the relevant University Partner approval authority. Where assessment changes are made part way through a trimester the Module Chair (or nominee) will ensure that students are provided with:
 - a) adequate warning of the change
 - b) written confirmation of the change; and
 - c) a replacement module guide
 - d) an explanation giving justification for the change.

Hurdle requirements

- (17) Hurdle requirements are a condition other than the overall mark that must be met for students to pass a module. Hurdle requirements within a module may include:
 - a) a hurdle assessment in combination with other graded assessments, whereby failing the hurdle assessment will result in failure for the module overall
 - b) a series of ungraded pass/fail tasks that require students to pass all tasks to pass the module. Failure of even one assessment will result in failure for the module overall.
- (18) Hurdle requirements:
 - a) should only be used in circumstances where the learning activity or assessment is considered core to assuring student learning outcomes
 - b) should support student transition when used in first year modules
 - c) must be clearly linked with the module, program and/or graduate learning outcome/s and communicated to prospective students via the module outline and enrolled students via the module guide
 - d) require University Partner approval.
- (19) Where a student applies for and is granted special consideration or an adjustment is outlined in an Individual Learning Plan, the Academic Progress Committee may approve the waiving of a hurdle

requirement in exceptional circumstances based on the recommendation of the Module Assessment Panel.

- (20) Failing a hurdle requirement will result in a fail grade for the module. Students who fail a hurdle requirement will receive a result of no more than 44.0% for that module unless the hurdle requirement is waived in accordance with clause (19).
- (21) Students who fail a hurdle requirement are ineligible for a pass conceded grade for that module unless the hurdle requirement is waived in accordance with clause (19). Hurdle requirements may be eligible for resit, so long as these meet the criteria in the Progression (DLI) Policy and Procedure.

Assessment Integrity

- (22) Demonstrating academic integrity is part of the moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner as per the Student Academic Integrity (DLI) Policy.
- (23) Ensuring academic integrity should be prioritised if any assessment component is repeated in a subsequent module offering, including end-of-module assessments and examinations.
- (24) DLI promotes an educative student approach to academic integrity and ordinarily provides students with information at the beginning of a module on what constitutes a breach of academic integrity in line with the Student Academic Integrity (DLI) Policy
- (25) Students make a declaration when submitting assessment, including quizzes, end-of-module assessments and examinations to confirm that:
 - a) the work submitted is their own
 - b) their work will be checked for any breaches of academic integrity
 - c) the work has not been submitted for assessment in any previous module attempts or any other module or program (at the DLI or another institution) without the prior approval of the Module Chair.
- (26) In the case of group assessment tasks, each member of the group must make a declaration that confirms clause (25)a-c.
- (27) Students are not permitted to share or reproduce any assessment information. This includes (but is not limited to) screenshot, copy, remove items, or use devices to photograph, record, video, live stream or otherwise document content of any tests, quizzes, end-of-module assessment, examination or similar assessment, except where explicit approval has been provided as part of the instructions.
- (28) Breaches of academic integrity by students are dealt with in accordance with the Student Academic Integrity (DLI) Procedure.

Assessment adjustments

- (29) Reasonable adjustments for assessment are designed to support students in attempts to demonstrate the module learning outcomes. For students with a disability, health condition or other eligible circumstance these adjustments are developed in line with the [Making Reasonable Adjustments - Students with Disability \(DLI\) Procedure](#).

Extensions

- (30) All students may apply for an extension where unexpected circumstances prevent them from completing an assessment task (other than an end-of-module assessment or examination: see

clause 57) by the due date. When circumstances prevent the student from applying, the application may be made on the student's behalf by the relevant DLI support service.

- (31) Extensions will normally only be approved when students apply no later than the assessment due date.
- (32) Extension applications of up to three days, for up to three assessments across three modules per year, can be self-certified and do not require evidence. Students who may require additional extensions are encouraged to utilise Special Consideration provisions outlined in clause 38.
- (33) Extension applications for longer periods need appropriate supporting documentation (eg a death or funeral notice; medical certificate; a police report; statutory declaration; DLI Individual Learning Plan; a letter from a social worker, psychologist, religious leader or lawyer).
- (34) Circumstances within a student's control (such as misreading timetables, submitting an assessment incorrectly or late, poor time management or holidays) are not grounds for an extension.
- (35) Extension applications must be submitted via the process described in the module guide.
- (36) The DLI Extensions Co-ordinator is responsible for determining the outcome of an application for assessment extension.
- (37) An extension of up to seven calendar days may be granted where appropriate supporting evidence is provided. Students requiring a longer extension or who cannot request an extension by the due date should apply for special consideration (clause 38). For students with an Individual Learning Plan, additional reasonable adjustments to extensions can be between seven and fourteen days.

Special consideration

- (38) Students may apply for special consideration if circumstances beyond their control have adversely impacted their ability to undertake, prepare for, and/or complete an assessment task, and:
 - a) they are not eligible for an extension because the due date has passed OR
 - b) they have previously been granted an extension and require additional time OR
 - c) they need an assessment extension longer than seven calendar days OR
 - d) they cannot sit an end-of-module assessment or examination at the scheduled time, OR
 - e) they become unwell during an end-of-module assessment or examination.
- (39) Applications for special consideration may only be made based on:
 - a) An acute or unexpected medical condition (such as: conditions requiring hospital treatment e.g. surgery; general ailments, e.g. severe asthma attack, flu, broken limb, migraine; newly diagnosed or disclosed mental health issues; exacerbation of ongoing condition e.g. cancer)
 - b) compassionate reasons (such as: the recent death of a close family member; family breakdown; unavoidable personal obligations)
 - c) hardship/trauma (such as severe disruption to domestic arrangements; impact of crime; natural disasters; major transport failure)
 - d) unexpected employment or carer demands
 - e) a requirement related to a student's obligations as an elite athlete or performer
 - f) military, jury or emergency service obligations

- g) obligatory religious or faith-based commitments
 - h) verified technology issues related to end-of-module assessments and examinations
 - i) an unanticipated circumstance where a student has an Individual Learning Plan (see clauses 51 to 55).
- (40) Circumstances within a student's control (such as misreading timetables, submitting an assessment incorrectly or late, assessment stress, poor time management or holidays) and minor ailments (such as colds or sleeplessness) are not grounds for special consideration.
- (41) Applications for special consideration must be made by the student via the process outlined in the module outline. The following will be taken into consideration:
- a) For assessment other than end-of-module assessment and examinations, students must apply after the due date but within three DLI working days. Students can apply before the due date when an assessment extension of longer than seven calendar days is required (see clause 36).
 - b) For end-of-module assessment and examinations, students are encouraged to apply before the due date. Applications must be received no later than three DLI working days after the due date.
 - c) Late applications will be considered if the student demonstrates that extenuating circumstances prevented them from applying earlier.
 - d) Applications will not normally be considered after the release of the results for the module, unless the student can demonstrate that it was not possible to apply earlier.
 - e) When circumstances prevent the student from applying, the application may be made on the student's behalf by the relevant DLI support service.
- (42) Current and relevant documentary evidence (such as a verifiable statement from a recognised authority, relevant DLI support services, or a treating practitioner) must accompany the application. This evidence must confirm that the student was unable to attempt or complete the assessment task at the required time, or that their performance of the assessment task was significantly affected. Documentary evidence in support of applications on medical grounds will normally not be accepted where it is:
- a) retrospective, except where the health practitioner confirms they have been managing the condition over time or that in their professional opinion the student would have been impacted at the time of the assessment task
 - b) based only on information provided by the student (eg letter or Statutory Declaration) AND/OR
 - c) obtained by methods other than a consultation with a treating practitioner.
- (43) Documentation for special consideration must meet clause (41) above as well as indicate:
- a) whether the student could not attempt the assessment or whether their performance was impacted
 - b) the dates affected
 - c) the degree of impact on the student.

- (44) If evidence is inadequate, the student will need to supply additional information and/or original copies of documents within three DLI working days of notification that documentation is inadequate.
- (45) Outcomes of special consideration applications related to assessment within the teaching period will be determined by the Module Chair or nominee, on advice of the designated staff in the Office of the Rector.
- (46) Outcomes of special consideration applications related to end-of-module assessments and examinations will be determined by the designated staff in the Office of the Rector, on advice of designated staff of University Partners.
- (47) The Module Chair:
- a) will be consulted in complex cases
 - b) will be notified of all outcomes.
- (48) There are four possible outcomes of an application for special consideration:
- a) outcome 1: special consideration not granted
 - b) outcome 2: special consideration granted - extension of time (excluding end-of-module assessments and examinations). The student should contact the Module Chair (or nominee) within two working days. When setting a new date, the Module Chair (or nominee) will consider the student's needs as documented in the Special Consideration application, any assessment due date restrictions and future assessment requirements.
 - c) outcome 3: special consideration granted - a special end-of-module assessment or examination is provided for the student during the next scheduled special end-of-module assessment task period.
 - d) outcome 4: special consideration granted - a special assessment task is provided for the student. The student should contact the Module Chair within two working days. When setting a new due date and task, the Module Chair (or nominee) will consider the student's needs as documented in the Special Consideration application, any assessment due date restrictions and future assessment requirements.
- (49) Where a student applies for special consideration and is granted an outcome 3 or 4 after attempting the initial assessment task, the initial task will not be marked and the assessment result will not be released to the student. The student's module result will be recorded as an RIE (outcome 3 assessment pending) or RIA (outcome 4 assessment pending) until the final result is released following the marking of their special assessment task or special examination.
- (50) Additional special consideration is only available where the initial application results in outcome 3 (end-of-module assessment or special examination) or 4 (special assessment task) and will only be granted once, where extraordinary circumstances (such as hospitalisation) prevent a student from attempting the relevant task. Additional special consideration is not available where the application results in outcome 2 (for tasks scheduled while teaching is underway). Applications, including verifiable supporting documentation, must be submitted normally no later than three working days after the initial special task was due to be completed. The student's progress to date and previous requests for special consideration will be considered when determining the outcome.

- (51) If special consideration is not approved, the student will be provided with the reason/s for the unsuccessful outcome by designated staff in the Office of the Rector.

Reasonable Adjustments for Assessments

- (52) Students with disability, health condition or other eligible circumstance may request reasonable adjustments to an assessment (including end-of-module assessments and examinations), in accordance with the Interim Joint Diversity, Equity and Inclusion policy.
- (53) Equitable assessment arrangements will be made for students who need adjustment to their assessment to demonstrate their achievement of learning outcomes. These arrangements will be made in consultation with the student. The Rector (or nominee) liaises with relevant DLI support services to prepare an Individual Learning Plan for the student.
- (54) An Individual Learning Plan may be used as documentation for an extension of seven calendar days and where additional reasonable adjustments are required, up to fourteen days (clause 37).
- (55) The Module Chair (or nominee) will ensure that any alternative assessment arrangements or extra time outlined in student Individual Learning Plans are of equivalent standard.
- (56) Whilst reasonable adjustments are designed to enable students to achieve their potential, academic standards for the assessment must still be met.

End-of-module Assessment and Examinations

- (57) The end-of-module assessment period occurs at the end of a teaching period where final summative assessments are scheduled. These include end-of-module assessments and examinations. Exceptions to the below clauses may be approved by the relevant University Partner Officer or delegated committee.

General requirements for end-of-module assessments and examinations

- (58) End-of-module assessments occur in the end-of-module assessment period and:
- a) are unsupervised
 - b) are delivered online
 - c) Permit students to access all resources (there are no restrictions on the permitted resources students may access during the assessment; excluding use of contract cheating sites, artificial intelligence content generation sites, resources that compromise the purpose of the assessment task and help from peers or others (unless otherwise outlined in the assessment instructions)).
- (59) Examinations occur in the end-of-module assessment period and:
- a) are supervised
 - b) are delivered online or on-campus
 - c) permit students to access either
 - i. no resources OR
 - ii. specified resources OR
 - iii. all resources (there are no restrictions on the permitted resources students may access during the assessment; excluding use of contract cheating sites, artificial intelligence content generation sites, resources that compromise the purpose of

the assessment task and help from peers or others (unless otherwise outlined in the assessment instructions)).

- (60) End-of-module assessments and examinations may also include practical, oral and performative tasks. These can be delivered online or on-campus, with marking either during or post-delivery. Approval for these assessment tasks and the rules for administering them are the responsibility of the relevant University Partner.
- (61) Assessment information (eg rules, instructions and what to do in the event of a technological failure) is provided to students for all examinations and end-of-module assessments in a timely manner.
- (62) Students are responsible for ensuring that they:
 - a) have the required technology to complete the online end-of-module assessment task or examination
 - b) are aware of assessment rules and instructions
 - c) know how to access and start their end-of-module assessments or examination
 - d) choose a suitable location to sit the end-of-module assessment or examination
 - e) are aware of relevant processes, including where to get help in case of a technological failure.

Timing of end-of-module assessments and examinations

- (63) End-of-module assessments and examinations typically:
 - a) have a set start time (eg 9 am Indonesia Standard Time) with a specified time limit (eg a minimum of one hour to a maximum of two hours)(where a set start time is used a second start time may be required for specific cohorts), OR
 - b) allow students to start at any time within a 24-hour window but with a specified time limit (eg a minimum of one hour to a maximum of two hours) OR
 - c) allow students to start at any time and finish any time within a 24-hour window.
- (64) All end-of-module assessments and examinations that have a specified time limit typically include an additional 15 minutes for student reading time. For online end-of-module assessments and examinations an additional 15 minutes for potential technology issues is also provided, totalling 30 additional minutes.

Security of end-of-module assessments and examinations

- (65) End-of-module assessments that are administered online and automatically computer-marked are conducted in accordance with the minimum standards set out in clauses 8c and d, 9, 10 and 23.
- (66) End-of-module assessments and examinations cannot be reused unless:
 - a) question banks and randomisation have been used to provide different versions of end-of-module assessments and examinations, OR
 - b) fewer than five students are scheduled for the original examination or end-of-module assessment (requires approval by the Rector).
- (67) The Module Chair ensures that at least one other member of the Module Assessment Panel conducts a review to check that the end-of-module assessment or examination:

- a) includes appropriate coverage of content including weighting of the topics covered
- b) is targeted at the appropriate level
- c) is of appropriate length
- d) uses inclusive language
- e) contains clear, unambiguous instructions
- f) is free of repetition and errors and includes any specified additional items (e.g. tables, diagrams).

Marking and providing feedback on assessments

Assessing and grading student work

- (68) A mark or grade is awarded to students for all summative assessment. A mark is a numerical indicator, and a grade is a descriptive indicator, of a student's achievement in an assessment task.
- (69) Students' marks and/or grades are determined in relation to the expected standards of performance for that task. Marks and/or grades are not determined relative to the performance of other students, nor to a predetermined distribution of grades.
- (70) Where marking requires academic judgement, a single marking rubric that clearly communicates to students the requirements, criteria and expected standards for each assessment piece is used.
- (71) Rubrics link to the module learning outcomes and the assessment task.
- (72) To facilitate reliable and consistent judgements about student performance, all staff who assess student work must use the Module Assessment Panel's marking rubric and be adequately trained in its use.
- (73) The Module Chair, where practicable, will provide assessment task rubrics and associated assessment instructions to students at least three-weeks prior to the assessment due date. End-of-module assessments and examinations are exempt from this clause.

Approved methods for ensuring comparability of assessment

- (74) For each assessment task in a module, the Module Assessment Panel selects one of the following approved methods for ensuring comparability of assessment. Other methods for ensuring comparability of assessment may only be used with the approval of the University Partners.

Method A – Marking objective test questions

- a) Objective test questions are those with answers that are unique and unequivocal or have a limited range of possible answers (eg multiple-choice questions, calculations with only one correct numerical answer, and questions with single word or simple phrase answers)
- b) If objective test questions are used, comparability of assessment is assumed even with multiple markers, provided that they are correctly instructed.

Method B – Single marker

- a) A single marker assesses all submissions of the assessment task using the approved marking guide or rubric. The method is applied when all students complete the same assessment task or the same components of an assessment task.

- b) When the single marker is inexperienced in marking, the Module Chair (or suitable nominee) with knowledge of the first marker's marks and comments, double marks a sample of at least six marked assessments from across the grade ranges (eg two from each of the pass/fail boundary, the middle range and the top of the range)
 - i. Where the single marker has not marked the assessment according to the agreed standard, the Module Chair (or nominee) ensures that they mark to the agreed standard and that any work already assessed by that marker is re-marked to that standard. If that is not possible, the marker is not allowed to mark the assessment task, and the work already marked by that marker is re-marked by a suitable marker.
 - ii. Throughout the assessment process, the single marker reassesses submissions previously marked to ensure that the marking standard is consistent.
- c) As a variation to Method B, the Module Chair (or nominee) and marker may mark a sample of at least six submissions, or equivalent, and agree on assessment standards before marking commences.

Method C – Group of markers

- a) When there is a group of markers, double marking is used to validate assessment standards across the group of markers.
- b) To ensure each marker is marking to the agreed standard, the Module Chair (or suitable nominee), with knowledge of other markers' marks and comments, double marks a sample of at least six marked assessments for inexperienced markers and at least three for experienced markers from across the grade ranges (eg from the pass/fail boundary, the middle range and the top of the range) for each marker.
 - i. Where a marker has not marked the assessment according to the agreed standard, the Module Chair (or nominee) ensures that they mark to the agreed standard and that any work already assessed by that marker is re-marked to that standard. If that is not possible, the marker is not allowed to mark the assessment task, and the work already marked by that marker is re-marked by a suitable marker.
- c) As a variation to Method C, all markers may mark a sample of at least three submissions, or equivalent, and agree on assessment standards before marking commences.

Method D – Blind double marking

- a) Blind double marking is where two markers independently mark the assessment of each student. This method is suitable in project or thesis marking (for example).
- b) If the marks given by the two markers for a particular student are within 10 percentage points of each other the average of the two marks is taken as the final mark. If the marks differ by over 10 percentage points, then a third marker examines the work. The final mark is the median of the three marks except where the Module Assessment Panel determines that one of the marks was incorrect, in which case the final mark is the average of the other two marks.
- c) Where it is apparent that one marker was not marking according to the agreed standards, the Module Assessment Panel reviews the marks awarded to other students by this marker and arranges any necessary re-marking or mark adjustments.

Method E – Panel marking

- a) Panel marking involves independent assessment by two or more markers. It may be used for example, for oral presentations, poster presentations, performances and other transient assessment work.
 - b) If the composition of the panel is the same for all students doing a particular assessment task, then comparability of assessment can be assumed. If the composition of the panel is not the same for all students, then where possible one member of the Module Assessment Panel chairs all panels in order to ensure comparability.
- (75) The Module Chair (or nominee) documents the method for ensuring comparability of assessment for each assessment task.
- (76) Moderation of marks and/or grades is undertaken where it is evident that the assessment criteria and standards have not been consistently applied in an assessment task. In such cases, the rationale and processes for adjusting marks and/or grades is documented.

Feedback process

- (77) Feedback is the responsibility of the Module Chair and markers, and meets the following criteria.
- a) Where appropriate and practicable, the Module Chair uses early low-stakes, low-weight assessment to provide students with meaningful feedback on their learning.
 - b) Feedback is designed to assist student learning, acknowledge achievement, explain results, and enable students to develop evaluative judgement to assess the work of themselves and others.
 - c) Where appropriate and practicable, feedback should be designed to improve students' work in a subsequent task and should be returned before that subsequent task is due.
 - d) Markers provide constructive feedback that:
 - i. is positive and respectful and able to be understood by the student;
 - ii. informs students about how well they have met the specific assessment criteria for the assessment task;
 - iii. highlights any areas of misunderstanding;
 - iv. describes how the task could have been improved;
 - v. guides future learning.
- (78) The Module Chair informs students about the feedback practices used in a module including:
- a) opportunities for feedback
 - b) types of feedback information that will be provided
 - c) expected turnaround time for feedback.

Timing of feedback

- (79) Feedback on assessment is provided to students in a timely manner. Timely feedback means that:
- a) students who submit their work by the original due date will normally be provided with individual feedback within 15 DLI working days. Where feedback cannot be provided within this timeframe the Module Chair will review this with the Rector and communicate to students the rationale for a longer timeframe.

- b) feedback on continuous assessment tasks (e.g., laboratory, studio-based and workplace-based) is normally provided prior to the midpoint of the module.
 - c) for quizzes, the Module Chair where practicable provides general feedback on the assessment task to the cohort via the module site within 15 DLI working days of the assessment due date.
 - d) for end-of-module assessments and examinations the Module Chair where practicable provides general feedback on the assessment task to the cohort via the module site within 15 DLI working days of the official publication of results.
 - e) students will receive progressive feedback on assessments that require a significant body of work (eg, a portfolio or thesis).
- (80) Students may request individual feedback from the Module Chair on their performance in quizzes, end-of-module assessments and examinations within 10 DLI working days from receiving their mark.

Late penalties

- (81) Typically, a due date is set for the submission of each summative assessment task, and students must submit the assessment task by 8pm Western Indonesia Time, Waktu Indonesia Barat (WIB) on the due date.
- (82) A marking penalty is applied where the assessment task is submitted after 11:59pm on the due date without an approved extension. Penalties are as follows:
- a) 5% of the total marks of the task is deducted for each new calendar day up to seven calendar days.
 - b) where work is submitted more than seven calendar days after the due date, the task will not be marked, and the student will receive 0% for the task.
- (83) Errors in assessment submission (e.g., the wrong document is submitted) that are not corrected by the student by 11:59pm on the due date incur late penalties in accordance with clause 82.
- (84) Work that is submitted after the due date may receive 0% where the Module Chair deems, in consultation with the Rector (or nominee), that it is unreasonable or impracticable to assess the task after the due date.

Student requests for review of assessment marking or final module grades

- (85) A student may believe that their assessment has not been marked in accordance with the marking criteria, or that marks have been calculated incorrectly. In this circumstance, students may request a review of assessment marking (during the trimester) or a Review of Results (at the end of the trimester).

Student requests for review of assessment marking

- (86) During the trimester, a student may request that the Module Chair checks whether or not their mark for an individual assessment task is correct. Students may also request a re-mark of any individual assessment. All requests must be made within 10 DLI working days of the release of the assessment mark.
- (87) Students who request a re-mark must provide evidence that the assessment was not initially marked in accordance with relevant DLI policies, which includes but is not limited to documented deviations from approved marking criteria. Re-marks or reviews cannot be requested simply

because a student is unhappy with an assessment or module grade; these must be supported by evidence in order to be taken forward. Students are also advised that re-marking may result in a lower mark than was initially awarded.

- (88) Where a re-mark is deemed appropriate, the final mark for the individual assessment is calculated as follows:
- a) a second marker provides a mark for the piece of work.
 - b) where the original and second marks differ by 10 percentage points or fewer of the total available marks, the final mark received by the student for the assessment task is the average of the two marks.
 - c) where the original and second marks differ by more than 10 percentage points of the available marks, the assessment task is marked by a third marker. The final mark for the assessment task is the median of the three marks, except where a member of the Module Assessment Panel determines that one of the markers was not marking according to the agreed standards, in which case the final mark is the average of the other two marks.
- (89) A Module Chair may reject a request for a re-mark if clauses 85 and 86 are not satisfactorily met. Students who have not had their request for a re-mark approved may apply for a Review of Results at the end of the trimester (see clause 90).

Student requests for Review of Results

- (90) At the end of a trimester and following the release of results, students may apply for a review of their overall result for a module, including assessment in any part of the module. There are two types of Review of Results:
- a) administrative review: to check all assignment and exam marks have been included and calculated correctly.
 - b) academic review: where there is evidence that work was not marked in accordance with the marking criteria or that there was a misapplication of other relevant DLI policies or procedures.
- (91) To be eligible for a Review of Results:
- a) the student must apply within five DLI working days after the official release and publication of the student's results (unless exceptional circumstances are approved by the DLI Academic Progress Committee).
 - b) the student must provide evidence that their work was not marked in accordance with the marking criteria or that there was a misapplication of other relevant DLI policies or procedures.
 - c) unless the student can demonstrate a misapplication of procedure, the assessment cannot already have been double marked prior to the Review of Result due to:
 - i. the student receiving a re-mark of the assessment during the trimester as per clauses 86-89
 - ii. the student's overall module mark is between 44.0% and 49.9%, and clause 96 has been applied.

- (92) The Academic Progress Committee determines the outcomes of Review of Result, which are as follows:
- a) the application for an administrative review is undertaken: all marks/grades are checked to ensure they add up correctly, and the student's overall mark/grade is changed if appropriate, AND/OR
 - b) the application for an academic review is successful: an independent marker blind assesses the student work following the re-marking process described in clause 88, and the student's overall mark/grade is changed if appropriate, OR
 - c) the application for an academic review is rejected: the application is rejected, and the student is notified of the reason.
- (93) In the case of group assessment tasks, all students' results are reviewed (regardless of whether one or all members of the group apply), and, where appropriate, students' results are reviewed individually.
- (94) If, in the process of reviewing a result, it is determined that a systematic error has occurred that has affected the results for multiple students in a module, the Module Chair or nominee will work with the Rector (or equivalent) to determine the appropriate action to be taken.
- (95) The outcome of an end of trimester Review of Results is final.

Arriving at and Awarding Module Results

Verification of module failure

- (96) For an overall module mark between 44.0% and 49.9%, the following process is undertaken:
- a) all assessment tasks, including quizzes, end-of-module assessments and exams for which that student received a mark of 49.9% or less must be marked by a second marker, except as set out in clause 97
 - b) one of the two markers is a member of the Module Assessment Panel
 - c) where practicable a clean copy of the assessment is marked
 - d) the Module Chair (or nominee) keeps a written record verifying that any overall module mark between 44.0% and 49.9% has been checked using the above process
 - e) resolving re-mark grades follows clause 88.
- (97) The above process, set out in clause 96, does not have to be undertaken for assessment tasks that:
- a) consisted of a performance, presentation, exhibition or other event where the student's work was transient, OR
 - b) the student failed due to the imposition of a late penalty, in which case the calculation of the penalty is verified by a member of the Module Assessment Panel, OR
 - c) the student failed because they did not meet the requirements of the hurdle task, in which case the failure to meet the hurdle is verified by a member of the Module Assessment Panel.

Finalisation of results

- (98) The Module Chair, on the advice of the Module Assessment Panel, recommends a result for each student enrolled in the module and submits the results to relevant DLI support services via the

student management system. The results submitted are normally determined by accumulating the marks for individual assessment tasks and can only be adjusted by Module Assessment Panels with the approval of the Examination Board as set out in the Grading Schema and Award Classification (DLI).

(99) The Examination Board reviews reports generated by relevant DLI support services on the results for each module, and consider result distributions, any adjustments made by the Module Assessment Panel and other relevant information. Where the results reports show that marking criteria have not been appropriately set or applied, the Examination Board may adjust the results, before approving them for release, in one of the following ways:

- a) increasing or decreasing the marks of one or more students or groups of students for one or more assessment tasks
- b) requiring one or more assessment tasks or components of assessment tasks to be re-marked for one or more students or groups of students according to an appropriate standard agreed to by the Module Assessment Panel
- c) requiring that an additional assessment task be submitted and marked according to an appropriate standard agreed to by the Module Assessment Panel and replacing that mark for one or more of the original assessment tasks.

(100) Any amendments to results must be submitted to the Examination Board using an authorised process, with the approval of the Chair, Academic Progress Committee or nominee and one of the following staff members:

- a) member of the Module Assessment Panel
- b) Rector.

(101) After the date for the official release of results has passed, the approval of the Rector or Academic Progress Committee must be obtained before submitting late results for a whole module cohort.

(102) In circumstances where students have been awarded a special assessment, results are resolved and submitted to relevant DLI support services within 10 DLI working days after the completion of the special assessment cycle to which the module relates.

(103) The date for the finalisation of a student's results may be varied:

- a) pending the outcome of an Academic Integrity Committee or Student Misconduct Committee hearing
- b) pending the outcome of a DLI Appeals Panel hearing
- c) for fieldwork, professional experience, practicums and clinical placements which are scheduled after the completion of the DLI teaching period
- d) following approval of special consideration resulting in incomplete assessment.

(104) The Academic Progress Committee notifies relevant DLI support services that results have been authorised for release on the specified date.

(105) Results are consistent with the Grading Schema and Award Classification (DLI).

(106) The Module Chair (or nominee) keeps up-to-date records of:

- a) marks achieved by students on each assessment task (including the raw marks and the means by which final marks are calculated)

- b) marking adjustments made to individual assessment items
- c) details of any re-marking process (including process for determining the final mark).

(107) Electronic copies of records of marks (as per clause 105) are archived by DLI.

Publication of results

(108) Results are published at the end of each trimester on the dates specified in the DLI Handbook. The Joint Management Committee will decide the form in which, and the dates on which, results are published.

(109) Final module results are not made available to students prior to the official publication of results. All marks for individual assessment tasks are provisional until the final module results have been approved for release by the DLI Academic Progress Committee.

Cross-institutional results

(110) Students who have completed a module at another institution under an approved cross-institutional enrolment must provide an official academic transcript (or alternative documentation if approved by relevant DLI support services) for that module to relevant DLI support services, for recording in the student management system, within two weeks of the result being released by the institution.

Pass Conceded

(111) A student who meets the criteria set out below may be awarded a pass conceded where a single failed module is preventing them from completing their program.

(112) Applications for pass conceded grades are made by the student to the DLI Academic Progress Committee using the Final Module to Complete application form within five DLI working days of the release of results.

Pass conceded

(113) A pass conceded grade may be awarded in a module where all of the following conditions are met:

- a) the student is one module short of completing their program
- b) the student has been awarded a mark between 45.0% and 49.9% (inclusive) for the module for which the pass conceded grade is being considered
- c) the student has not failed any hurdle requirement for that module
- d) the student has not failed the module due to the outcome of a substantiated breach of academic integrity or misconduct
- e) the student has not been awarded a pass conceded grade for any other module in a DLI award program.

(114) The Examination Board will consider the recommendations of the Program Director when deciding whether to award a pass conceded grade.

Quality Assurance

(115) DLI has a range of policies, procedures, processes and resources for quality assurance of assessment in programs and modules. Assessment is regularly reviewed as an integral and central part of quality assurance processes. The processes that occur at the program, DLI and

University Partner level are outlined in the Higher Education Program Approval and Review (DLI) Procedure.

Module Assessment Panels

- (116) Module Assessment Panels are appointed by the relevant University Partner or delegated committee in every trimester for every module as a mechanism of quality assurance and to validate assessment processes.
- (117) The composition of the Module Assessment Panels is set out in the Module Assessment Panel Terms of Reference.
- (118) Module Chairs lead and work collaboratively with Module Assessment Panel members and other expert advisors such as program teams and teaching and learning support teams to ensure that:
- a) assessment in the module meets the required standard
 - b) the number and weighting of assessments meets procedural requirements (see clause 7 and 8)
 - c) an approved method for ensuring comparability of assessment is selected when assessing student work (see clause 74)
 - d) comparability of assessment is maintained when outcome 4 of special consideration is awarded (see clause 48d)
 - e) questions used in quizzes, end-of-module assessments and examinations are checked and approved
 - f) all assessments and rubrics are reviewed and revised for each offering of the module
 - g) student requests for a re-mark or a Review of Results on academic grounds are conducted in line with clause 90, 92 & 93
 - h) final module marks are checked and approved, and module fails are verified
 - i) amendments to grades are discussed and approved
 - j) all specific responsibilities of Module Assessment Panels set out in this Procedure are undertaken.

Review and monitoring of assessment

- (119) DLI monitors assessment practices and compliance with relevant procedures in accordance with the Deakin University Framework for ensuring the Quality and Integrity of Assessment Assurance and other quality assurance processes in place across University Partners.
- (120) The effectiveness of the Framework for ensuring the Quality and Integrity of Assessment Assurance is reviewed at least triennially by the Yayasan Governing Board.
- (121) External Examiners, DLI Examination Boards and Module Assessment Panels ensure quality assurance and continuous quality improvement of assessment within each DLI award.
- (122) As part of the continuous quality improvement process, the means of assessment for programs and modules are reviewed during major program reviews in accordance with the Higher Education Programs Approval and Review (DLI) Procedure.

Storage, security and records management

- (123) The University Partners and relevant DLI support services are jointly responsible for the security of documentation relating to end-of-module assessments, examinations and other types of assessment tasks.
- (124) The University Partners and relevant DLI support services ensure that records are retained in accordance with the Information and Records Management (DLI) Policy, including any supporting documentation for decisions about special consideration applications, mark adjustments made to individual assessment items and amendments to final results.

Section 6 - Definitions

(125) For the purpose of this Procedure:

- a) **academic integrity:** is part of the moral code of academia. It involves using, generating and communicating information in an ethical, honest and responsible manner.
- b) **appropriate supporting documentation:** may include, but is not limited to the following: a death or funeral notice; medical certificate; a police report; Individual Learning Plan ; a letter from a social worker, psychologist, religious leader or lawyer.
- c) **assessment:** an evaluation of a student's academic performance in each of the assessment tasks prescribed for a program or module (including end-of-module assessments and examinations), by whatever means University partners have determined. Assessment includes:
- d) **comparability of assessment:** performance by students enrolled within a module is assessed to the same standard.
- e) **continuous assessment:** assessment that evaluates a student's performance throughout an entire module.
- f) **DLI Extensions Co-ordinator:** the officer appointed to oversee extension applications for DLI.
- g) **DLI Handbook:** the official DLI publication in print, electronic or other form, containing details of programs and related information.
- h) **end-of-module assessment:** refers to summative assessment that is unsupervised that is scheduled during the end-of-module assessment period.
- i) **evaluative judgement:** the capability to make decisions about the quality of work of self and others.
- j) **examinations:** refers to supervised summative assessments that are scheduled during the end-of-module assessment period.
- k) **Examination Board:** appointed by DLI to verify results of examinations and final marks make recommendations to the Lancaster University Committee of Senate and Deakin University Council for the award of degrees, and the class of degree to be awarded.
- l) **extension:** where unexpected circumstances prevent students from completing an assessment task by the due date, further time may be provided to complete the task.
- m) **formative assessments:** assessments for learning that are used to monitor student progress, build knowledge and skills and provide timely and meaningful feedback on

student learning. Formative assessments do not contribute to students' final grade and/or mark for a module of study

- n) **grade:** a descriptive indicator of a student's achievement in an assessment task or a module, awarded as part of a marking process.
- o) **hurdle requirement:** a condition, other than the overall mark, that must be met in order for students to be able to pass a module. Hurdle requirements support student achievement of learning outcomes and are normally represented in a minority of modules, and represent a minority of the percentage of a module grade, and are often related to professional accreditation requirements.
- p) **Individual Learning Plan:** a document that outlines strategies and adjustments to enable a student with a health condition or disability to work towards achieving the module learning outcomes. This is known as an Access Plan at Deakin.
- q) **mark:** a numerical indicator of a student's achievement in an assessment task or a module, awarded as part of a marking process.
- r) **marking rubric:** a description of expected levels of performance in the essential criteria associated with an assessment task.
- s) **moderation:** a quality assurance process to ensure marking is fair, valid and reliable.
- t) **Module Assessment panel:** appointed by DLI to validate assessment processes. Each panel comprises at least two continuing or fixed-term academic staff members.
- u) **Module Chair:** the person appointed under the Curriculum Design and Delivery Procedure to be responsible for coordinating the curriculum, teaching and assessment in a module.
- v) **pass conceded:** a grade that may be awarded to enable a student to satisfy the requirements of the program.
- w) **portfolio:** curated collections of artefacts that showcase student learning, capabilities, experiences and professional identity
- x) **quiz:** summative assessment that is not proctored (unsupervised) and is scheduled during the teaching period.
- y) **reasonable adjustments:** measures implemented by DLI to assist a student with disability, health condition or other eligible circumstance to apply, enrol and participate in a program on the same basis as other students.
- z) **result:** the final grade/mark in a module awarded to a student based on the assessment for that module.
- aa) **special assessment:** an assessment task undertaken by a student where special consideration has been granted to the student.
- bb) **special consideration:** the process available to students whose performance is temporarily and adversely affected by circumstances outside their control, by which they may apply for approval to take additional time to complete an assessment task or to complete the assessment task at a later time.
- cc) **study period:** a defined teaching and study period specified by DLI for the completion of module for a particular program.

- dd) **supervised:** completion of an examination under observation by an invigilator, online proctor or automated video recorded supervision.
- ee) **summative assessments:** assessments of learning that measure of student success in achieving module learning outcomes and contribute to a student's final grade and/or mark for a module of study.

Associated documents

These associated documents are available on the DLI Policy page:

- Examination Board (DLI) Terms of Reference
- Curriculum Design and Delivery (DLI) Procedure
- Grading Schema & Award Classification (DLI)
- Higher Education Program & Assessment Policy
- Higher Education Program Approval & Review (DLI) Procedure
- Information and Records Management (DLI) Policy
- Interim Joint Diversity, Equity and Inclusion policy
- Making Reasonable Adjustments - Students with Disability (DLI) Procedure
- Module Assessment Panel (DLI) Terms of Reference
- Program Advisory Board (DLI) Terms of Reference
- Progression (DLI) Policy and Procedure
- Student Academic Integrity (DLI) Policy
- Student Academic Integrity (DLI) Procedure

PROCEDURE DETAIL	
Name of procedure	Higher Education Programs & Assessment (DLI) Procedure
Overarching policy	Higher Education Programs & Assessment (DLI) Policy
Approved by	Yayasan Governing Board
Approval date	18 June 2025
Date of effect	upon promulgation
Version	Version 2.1
Date of review	Within 12 months
DLI Approval Authority	Joint Management Committee 13 June 2025

Deakin University Approval Authority	International Branch Campus Working Group under the delegated authority of the Academic Board 2 June 2025
Lancaster University Approval Authority	Academic Standards and Quality Committee 25 th April 2025 Meeting number 2 / Agenda Item 3
Responsible Executive	Senior Deputy Vice-Chancellor Academic (Deakin University) University Academic Dean (Lancaster University)
Implementation Officer	DLI Rector
Policy/procedure superseded	Interim Joint DLI Higher Education Courses Policy Interim Joint DLI Assessment Policy