

HIGHER EDUCATION PROGRAMS AND ASSESSMENT (DLI) POLICY

Section 1 - Preamble

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

Section 2 - Purpose

- (2) This Policy outlines the principles governing Deakin University Lancaster University Indonesia (DLI) Higher Education Programs and the associated Assessment Standards.

Section 3 - Scope

- (3) This Policy applies to Higher Education Programs offered by DLI.
- (4) This Policy does not apply to Pathway Programs offered by DLI.
- (5) 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 and 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

Principles

- (6) The Higher Education Programs and modules offered at DLI will:
- a) be consistent with appropriate academic standards and are aligned with relevant quality and curriculum frameworks for both University partners, and professional accreditation and/or standards where these apply;
 - b) be consistent with the objects in the [Deakin University Act 2009 \(Vic\)](#) and Lancaster University's [Charters, Statutes and Ordinances](#);
 - c) be consistent with all relevant external legislation, for both the University partners and within the local jurisdiction;
 - d) be collaboratively designed to ensure programs are internally coherent for a consistent student experience;
 - e) be informed by external sources of expertise where appropriate;
 - f) be regularly evaluated and continually improved by evidence-based review.
- (7) DLI will maintain academic policies and procedures that enable Higher Education Programs approved under the legislation and policy frameworks of Deakin University and Lancaster University to be delivered to requisite standards.

- (8) DLI will maintain Program Advisory Boards.

Award Requirements

- (9) In order to qualify for the target award, students must have attained in full the credit requirement for the award, passed all contributory modules, and met the program rules for the award.
- (10) Dual awards can only be conferred by satisfying the requirements for both constituent programs for both University Partners. It is not possible for a single award to be conferred from one of the University Partners, with the exception of any approved DLI exit awards.
- (11) Classification of Lancaster's Honours awards shall follow the procedures as described in the Grading Schema and Award Classification (DLI) Procedure. Borderline ranges and non-standard cases shall follow the procedures as described.

Assessment Principles

- (12) Assessment design is inclusive and reflects the diversity of the communities DLI serves.
- (13) Assessment tasks will be designed in accordance with DLI's Health, Wellbeing and Safety (DLI) Policy Strategy and the Diversity, Equity and Inclusion (DLI) Policy including:
- a) bias (e.g., gender, racial, disability or cultural) is avoided in the setting and description of assessment tasks
 - b) assessment tasks are designed to be understood by, and are physically and/or digitally accessible to, all students regardless of diversity in background or identity
- (14) Where an end-of-module assessment or examination requires students to use a prescribed text or resource during the assessment, Module Chairs (or nominee) should liaise with the Library to ensure that the text or resource is available electronically under an open access license or with appropriate multi-user licenses to enable all students to access the resource at the same time.
- (15) The language of instruction and assessment will be English.
- (16) Assessment may be set for modules, or component parts of modules.
- (17) Assessment grading is articulated in the Grading Schema and Award Classification (DLI). The pass mark being 50.0%.
- (18) Assessment tasks will allow students to evidence achievement of learning outcomes. To ensure students achieve these learning outcomes:
- a) DLI will have processes in place to assure the reliability and validity of assessment
 - b) assessment will incorporate self- and peer-review where appropriate, for the purpose of developing students' evaluative judgement, feedback literacy and self-regulated learning;
 - c) assessment evidence will include qualitative judgements and quantitative measures from a range of tasks over time;
 - d) assessment tasks will be inclusive.
- (19) To allow students to demonstrate achievement of learning outcomes, assessment design will:
- a) support student transition at key stages of the curriculum, including undergraduate first year, by building knowledge and skills and providing an introduction to the field;
 - b) consider the progressive construction of student knowledge and skills;

- c) construct opportunities for students to receive, reflect on and use feedback, and that this feedback be received in a timely manner;
 - d) consider the learning outcomes specified for each program;
 - e) be based on informative, transparent and valid criteria, measuring achievement against learning outcomes;
 - f) be equitable, inclusive and meet the needs of a diverse student population. No individuals or groups of students will be unfairly advantaged or disadvantaged. Reasonable and evidence-based adjustments can be made to ensure eligible students have the opportunity to succeed;
 - g) ensure the academic integrity of any learning.
- (20) Assessments will be designed to be consistent and academically equivalent to the University Partners' relevant assessment design rules and curriculum frameworks, with the understanding that these may be adjusted to suit the local context.
- (21) Assessment will include an appropriate combination of formative and summative elements, suitable for the subject matter, and of an appropriate length and type for the proportion of the module it represents, and for the overall credit value of the module.
- a) Formative assessment will be used to monitor student progress, build knowledge and skills and provide timely and meaningful feedback on student learning;
 - b) Summative assessment will be used to measure a student's success in achieving unit learning outcomes, and will contribute to a student's final grade and/or mark for a given module.
- (22) DLI assessment in foundation programs will ensure that students are inducted into university assessment practices and cultures and formally certify achievements for external stakeholders, in accordance with the Pathway Programs (DLI) Policy.
- (23) Modules, or individual component tasks within modules, may include 'hurdle requirements'. These are conditions in addition to that of an overall mark, which must be met in order for students to pass a given module; failure to complete and/or pass a hurdle requirement will result in a fail grade for the module. Hurdle requirements must be clearly identified in the assessment structure information in the Module Outline.
- (24) Students' marks and/or grades for DLI assessment 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.
- (25) The University Partners will define an agreed set of methods to ensure consistency of marking practices and the comparability and validity of assessment across relevant DLI modules of a similar academic level (i.e., subject grouping and academic year). Other methods for ensuring comparability of assessment may only be used with the approval of the University Partners.

Special Consideration and Reasonable Adjustment Principles

- (26) Students will be able to apply for special consideration where they feel circumstances beyond their control have adversely impacted their ability to undertake, prepare for, and/or complete an assessment task. Details of the conditions under which special consideration will be granted, the mechanisms for application including evidence required, and the outcomes of any application are described in the Higher Education Assessment (DLI) procedure.

- (27) Students with a disability (and other relevant groups), studying with an Individual Learning Plan, will have appropriate reasonable adjustments articulated within the Individual Learning Plan and should not need to request additional special consideration for the effect(s) mitigated by said Individual Learning Plan.
- (28) All special consideration applications and outcomes will be documented centrally, and the process reviewed to ensure consistency in approach.

Indonesian Compulsory Subjects

- (29) Indonesian regulations require that compulsory subjects are integrated into the DLI Curriculum, and that these must be passed in order for an award to be made. These subjects will be studied as modules within the programme but will not bear credit towards either the Deakin University or Lancaster University awards.

Roles and Responsibilities

- (30) All roles and responsibilities will be subject to continual review as successive cohorts begin their studies, with appropriate re-allocation of responsibilities as required. This review should be undertaken at least annually, prior to the commencement of the academic year.
- (31) Responsibilities:

Role	Responsibility
University Partners	Approve Higher Education programs and modules, program rules
University Partners	Approve new Higher Education programs or revisions to existing programs
University Partners	Quality assurance of programs and assessment, and ensuring compliance with relevant legislation, external standards and internal academic requirements
University Partners	Certify Higher Education program completion
University Partners	Confer Awards on students who successfully complete an Award program to DLI stated requirements for the applicable tertiary award for that course and maintain a record of that award as required by legal requirements.
DLI Rector	Determination of outcomes for special consideration applications

Section 5 - Procedure

- (32) The following document how to comply with this Policy:
- Curriculum Design and Delivery (DLI) Procedure
 - Diversity, Equity and Inclusion (DLI) Policy
 - Grading Schema and Award Classification (DLI) Procedure
 - Health, Wellbeing and Safety (DLI) Policy
 - Higher Education Assessment (DLI) Procedure
 - Higher Education Program Approval and Delivery Procedure

- g) Pathway Programs (DLI) Policy

Section 6 - Definitions

(33) For the purpose of this Policy:

- a) **Honours:** a classified award, with final degree classification decided by performance in modules during levels 5 & 6 of study, in the UK FHEQ framework, according to the criteria in the Grading Schema and Award Classification (DLI).
- b) **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.
- c) **Higher Education Program:** A program approved by Deakin University or Lancaster University that leads to:
 - i. a diploma, advanced diploma, associate degree, bachelor degree, bachelor (Hons), graduate certificate graduate diploma, masters degree or doctoral degree;
 - ii. a qualification covered by level 5, 6, 7, 8, 9 or 10 of the Australian Qualifications Framework and level 4, 5, 6, 7, or 8 of the UK Framework.

(34) **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 unit learning outcomes

- a) **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.
- b) **Program Advisory Boards:** an advisory committee that ensures course development and management is informed by consultation with relevant external parties including but not limited to employers, professional organisations, graduates and community organisations.

ASSOCIATED DOCUMENTS

These associated documents are available on the DLI Policy page:

- Curriculum Design and Delivery (DLI) Procedure
- Diversity, Equity and Inclusion (DLI) Policy
- Grading Schema and Award Classification (DLI)
- Health, Wellbeing and Safety (DLI) Policy Strategy
- Higher Education Assessment (DLI) Procedure
- Higher Education Program Approval and Delivery Procedure
- Pathway Programs (DLI) Policy

POLICY DETAIL

Name of policy	Higher Education Program and Assessment (DLI) Policy
Overarching legislation	<p>Australia Deakin University Academic Board Regulations Deakin University Act 2009 (Vic) Deakin University Statute Higher Education Standards Framework (Threshold Standards) 2021 Higher Education Support Act 2003 (Cth) Australian Qualifications Framework (AQF)</p> <p>United Kingdom National legislation, including advice provided by the Competitions and Markets Authority (CMA); The English Higher Education regulator, the Office for Students and its conditions of registration, and other relevant government bodies and agencies; The Charter, Statutes and Ordinances of the University of Lancaster.</p>
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
Associated documents	
Summary	This Policy outlines the principles governing Higher Education Programs and the associated Assessment Standards.
Key words for online searching	Higher Education, program, assessment
Category	Academic
Target audience	Students, staff

Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
---------	-------------	----------------------------------	---------------	----------------

2.1	University Partners and Navitas	Higher Education Programs and Assessment (DLI) Policy Revisions to align with new Admissions (DLI) Procedure.	June 2025	Sept 2025
2.0	University Partners and Navitas	Higher Education Programs and Assessment (DLI) Policy New policy combining interim HE Courses Policy and Assessment Policy. Endorsed Lancaster University SCAR 21/08/2024 and Deakin University AB 3/09/2024.	N/A	N/A
1.0	University Partners and Navitas	Interim Joint Higher Education Courses Policy Interim Joint Assessment Policy New policies. Two of 23 new policies approved for DLI under the Interim Joint Policy Framework as an interim step during start-up.	March 2024	March 2024