LCI
Melbourne

Student Assessment

Accountability	Academic Dean
Operational Responsibility	Faculty
Date of Approval	Dec 2017
Next Review	Q2 2019
Approval Authority	APC/T&LSPC
Academic Board

Objectives

LCI Melbourne considers assessment a vital component of the teaching and learning process. In order to inform instruction to meet the varying needs of individual students, every faculty member must provide a balanced approach to frequent, challenging, valid, reliable and fair formative and summative assessments.

The Student Assessment Policy defines the conditions, criteria, procedures and standards for success pertaining to the assessment of student learning. Governed by principles of equity, this assessment policy aims to establish transparent, coherent and standardied summative assessment practices. With this policy in place, LCI Melbourne is able to recognise and respect students' right to a fair and thorough summative assessment.

The Student Assessment Policy has the following objectives:

- To communicate the principles underlying the evaluation of learning;
- To inform students of the assessment methods and performance expectations;
- To inform faculty of the common guidelines to be followed in evaluating learning;
- To delineate the level of responsibility required of students, faculty and members of administration in carrying out assessments.

Scope

The policy concerns students, faculty, and any staff members involved in the evaluation of student learning. It applies to all units in all programs offered at LCI Melbourne.

Exclusions

There are no exclusions to this policy.

Provisions

Responsibilities

All students and faculty, as well as Program Coordinators, Student Services Manager, Academic Dean and Student Services Coordinator, are responsible for becoming familiar with the Student Assessment Policy and ensuring its implementation.

The evaluation of learning is an institutional responsibility managed at four (4) different levels by the Academic Dean and Student Services Manager, Program Coordinator, faculty and students. Industry representatives may also be included in the process.

The Academic Dean and Student Services Manager

The Academic Dean and Student Services Manager are responsible for:

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- Adopting the Student Assessment Policy upon the recommendations of the Teaching and Learning Strategic Planning Committee. If need be, the Academic Dean records any necessary modifications, additions or exclusions in content;
- Publishing and applying the Student Assessment Policy, in collaboration with all other concerned parties;
- Considering all recommendations given by the Program Coordinators concerning the organisation of professional development activities for faculty that will assist them in better implementing the policy (i.e. perfecting the assessment methods).

The Program Coordinators

In the assessment process, Program Coordinators have the following responsibilities:

- Approving Course Presentations and ensuring that the final objectives are clearly defined and aligned with assessment standards;
- Collaborating with program faculty to verify and moderate assignments and exams;
- Suggesting improvements and adaptations to the assessment policy;
- Providing students with the necessary support services for learning;
- Offering and organising relevant training activities for faculty regarding evaluation assessments, in collaboration with the Academic Dean and the Student Services Manager.

Faculty

Faculty must be familiar with the Student Assessment Policy, specifically with all information that relates to their particular unit(s) and program. Regarding assessment, faculty are responsible for completing the following tasks:

- Posting Course Presentations on LCI Melbourne course management digital platform before the first class commences;
- Outlining and explaining the method, weighting and time frame for all assessments during the first class. This explanation should also include an overview of the objectives and the main performance criteria for each assessment;
- Adhering to the course presentation and only make modifications if absolutely necessary and after an agreement has been reached with students and the Program Coordinator;
- Carrying out formative assessments throughout the semester;
- Communicating the details of the assessment methods and expectations for both formative and summative assignments/tests at the time they are assigned;
- Maintaining accurate records of student attendance, class participation, completion of learning activities and assessments;
- Ensuring assessments are measuring the knowledge, skills and graduate capabilities of students;
- Contributing to identifying the demand for training and suggesting activities related to enhancing teaching and assessment.

Students
Students play a fundamental role in the assessment process. To ensure success in their courses, students must become familiar with the Student Assessment Policy (available on the course management digital platform). In addition to being motivated, engaged at all times and putting forth their best efforts, students must also conform to the following rules:

- Attend all classes in which they are registered and demonstrate punctuality and engagement. If students are absent, they must obtain the missed documents, notes or information from classmates;
- Participate in all forms of formative and summative assessment devised by faculty as indicated in course outlines;
- Follow the complaints and grade revision process should they feel their learning has not been fairly evaluated (for more information, consult the Academic Complaints and Appeals Policy);

- Regularly consult the course management digital platform throughout their studies, since this service is used as the main means of communication between students, faculty and administration.

Industry Representatives

Industry representatives may be called upon in collaboration with faculty to judge a student's work or performance during the presentation of a final project, during a business internship or any other activity, such as a work integrated learning program.

Teaching and Learning Strategic Planning Committee

The Teaching and Learning Strategic Planning Committee is a standing committee of the Academic Board mandated to ensure scholarly and innovative teaching in all programs offered at LCI Melbourne. Scholarly and innovative teaching involves using best practices in teaching, informed by research on teaching and learning and field experience.

The Academic Progress Committee

The Academic Progress Committee is a standing committee of the Academic Board mandated to resolve daily pedagogical issues in accordance with LCI Melbourne's academic policies. The Committee is also responsible for the development, evaluation and modification of programs and course outlines.

Purpose of Assessments

The assessment of learning consists of a series of activities demonstrating whether or not program objectives have been met with regards to the assimilation of knowledge, know-how and social competence. On the academic level, its benefits are threefold:

- Faculty communicate assessment results through a weighted numerical score and descriptively to their students, thus informing them of their progress and directing their learning efforts;
- Students assess their own work and compare their self-evaluations with those completed by faculty to identify their strengths and weaknesses;
- With success rate statistics generated from assessments, the Academic Progress Committee and Teaching and Learning Strategic Planning Committee are able to make adjustments to the implementation of LCI Melbourne policies, study programs and assistance services.

Types and Methods of Assessments

LCI Melbourne encourages the inclusion of both formative and summative assessments and the use of diverse methods of assessments in the classroom. Assessments, whenever possible, should be interactive, progressive, inclusive and authentic.

Formative Assessments

Formative assessment activities are not graded. They take place throughout the learning process and do not determine whether a student should pass or fail. This type of evaluation allows students to measure their strengths and weaknesses and readjust their approach to learning and study habits. Formative assessments also enable faculty to evaluate student progress and orient their class activities accordingly. These assessment activities can be informal, formal or serve as preparatory exercises for summative assessments.

Summative Assessments

Summative assessments are graded. They are used following a series of learning activities or upon completion of a course or unit. This type of assessment focuses on the achievement of the objectives specified for a course, based on the associated performance criteria. Both the learning goals and performance expectations are made known to students in advance. Summative assessments can take various forms, such as exams, tests, projects, research assignments, etc. Course outlines and course calendars provide details on summative assessments. As a minimum, summative assessments should take place in weeks four (4), eight (8) and twelve (12).

Team Work

When a summative assessment consists of a group/team project, each student in the team is evaluated individually. The withdrawal of a team member from the course should in no way penalise the rest of the team.

Supporting Procedures

Unit Outlines

Unit outlines are formal documents developed by LCI Melbourne to inform faculty and students of the topics covered in a particular course. The discipline leader is responsible for the development and modification of unit outlines which is then submitted to the Teaching & Learning Committee for quality assurance.

All unit outlines include the following information:

- A unit identification section that indicates the program name, unit title and number, number of hours and weighting;
- The unit's position within the program, including prerequisites (if appropriate);
- The scope (objectives/outcomes) of the unit, i.e. the breadth of knowledge and skills that will be acquired throughout the semester;
- The learning outcomes and performance criteria to be attained;
- The unit content/main themes;
- The terms for evaluating learning, such as the frequency and weighting of assessment activities and the presentation standards for written assignments;
- Institutional requirements that apply to the course;
- Mandatory unit materials;
- A list of mandatory and recommended readings.

Prior to the beginning of each academic term, faculty are responsible for developing a *Unit Presentation* that includes all of the elements of the Unit Outline and a weekly calendar of topics to be covered and teaching and learning activities for each class. It also includes a description of assignments and grading criteria. More details on assignments and grading are made available to students throughout the course.

Once complete, *Unit Presentations* are presented to the Discipline Coordinator, before granting approval. Approved unit outlines are then posted on LCI Melbourne's course management digital platform to be consulted by students. Once a semester has already begun, any proposed modification to the assessments planned in the outline must be submitted to the Discipline Coordinator. If deemed pertinent, the Disciple Coordinator will authorise the modification. Upon approval, any change must be communicated to students in writing.

Assignment Presentation and Submission

A guide for the presentation of written assignments is available on LCI Melbourne's course management digital platform. Students must present their work in accordance with the standards described in this guide or their submissions may not be accepted.

All assignments used as summative assessments must be submitted electronically via the course management digital portal or in class on the due date and at the time determined by the faculty. All late submissions are subject to a grade penalty of 10% per day.

However, upon presenting a valid and formally documented reason, the student may request a deadline extension without the grade penalty of 10% per day from a faculty member. However, for all submissions made beyond the deadline extension, the grade penalty of 10% per day will apply.

Evaluation Criteria and Grading System

When assigning graded work, faculty must inform students of the rules and requirements in writing and make the guidelines available on LCI Melbourne intranet platform. The following information must be included:

- For written or practical assignments: the nature of the evaluation and required content, objectives, team arrangements for group projects, presentation methodology, submission deadline, assessment criteria and weighting;
- For oral presentations: the nature of the evaluation and required content, objectives, materials permitted, team arrangements for group projects, presentation date, assessment criteria and weighting;
- For tests or examinations: topic(s) to be covered, types of questions (i.e. multiple choice, short answers, essays) marks allotted for each question, materials permitted, time allotted and weighting.

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Page **4** of **13**

LCI EDUCATION
NETWORK
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Participation in class may be evaluated, if it is directly linked to a learning outcome or graduate attribute. Faculty may include attitude and behaviour in class as assessment criteria, taking into account the specificities and ethical code of practice targeted by the course (e.g. assiduity, dress code and language). Unless authorised in advance by the Program Coordinator, such assessments may not represent more than 10% of the final grade for any given course. Participation marks must also be based on measurable and well-defined evaluation criteria, which are clearly described in course outlines.

Unit evaluation surveys

Students are invited to partake in a unit evaluation survey of their enrolled units in every study period. This survey collates student opinions of the units teaching, materials and assessments.

Assessment

Assessment validation

Assessment validation is the ongoing quality review of assessment practices and judgements in each unit and course to evaluate quality and drive continuous improvement.

It involves checking that assessment tools produce valid, reliable, and authentic evidence to enable reasonable judgements to be made as to whether the learning outcomes or requirements of a course are met. It includes the review of a statistically valid sample of the assessments and making recommendations for future improvements to the assessment tool, process and/or outcomes and acting upon these recommendations.

Assessment moderation

Assessment moderation is the process of establishing comparability of standards in student performance so that judgements made of student performance are consistent. The goal of assessment moderation is to assure assessment decisions are valid, reliable, consistent and fair.

Moderation is designed to ensure common interpretations of criteria and standards are established and that these relate to student performance. Regular moderation at LCI Melbourne contributes to valid and reliable judgements about the quality of students' work and is a critical factor in ensuring exemplary assessment practices.

Assessment moderation may occur between different classes of the same unit, between different units and between units in past and present study periods.

Assessment benchmarking

LCI Melbourne endeavors to benchmark assessments with external industry advisors and educational institutions to establish the comparability and consistency of student performance. The goal of assessment benchmarking is to ensure the quality of student's work is of an exemplary standard with respect to AQF level and industry expectations.

Assessment feedback

Constructive feedback allows students to monitor their progress and determine where imporovements can be made to enhance their learning. Feedback will be provided within 4 weeks of assessment submission.

Final unit marks and grades are provisional until results are ratified by the Academic Progress Committee.

Overdue submissions

An assessment is 'overdue' when it is not submitted by the due date or by the agreed extension date.

Should a student fail to submit an assessment by the agreed date, 10% of the student's possible mark will be deducted for each day up to 10 working days, after which a zero mark will be recorded.

For example, a mark of 68/100 would be deducted 6.8 marks per working day late. If this submission was 2 days late, the final mark would be 54.4/100.

Assessment extensions and deferrals

LCI Melbourne acknowledges that students may be academically disadvantaged when unexpected or extenuating circumstances impact on their performance or their ability to complete their assessment tasks by the specified date. In such circumstances a student may be eligible for a modified arrangement, such as:

- an extension to submission deadline (Project/Stages)
- a deferral of an exam (ToKU)
- an assessment variation

To be granted a modified arrangement, the student must submit an Assessment Extension or Deferral application form with supporting documentation. The Academic Dean (or delegated nominee) decides on applications.

Note: Reasonable adjustments to assessment that enable a student with a disability or ongoing medical condition to participate on the same basis as other students without a condition will be made according to the Equity and Disability Support policy.

Extension to submission deadline
If a student has been affected by unexpected or extenuating circumstances and has yet to submit their assessment, they may be eligible for an extension.
- Extensions will provide a reasonable time, given the nature of the circumstances, for the student to complete the task without giving the the student an unfair advantage over other students
- A reasonable time will not extend beyond 10 working days except in exceptional circumstances
- Extension applications must be submitted a least one (1) working day prior to the assessment due date, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible
- For all extensions, LCI Melbourne's Grading Criteria applies in full

Deferral of an exam
If a student has been affected by unexpected or extenuating circumstances and has been unable to attend a scheduled exam, they may be eligible to sit a late or deferred exam.
- Deferred exams will be scheduled in the week after the main results release for the study period (Secondary exam period)
- Deferral applications must be submitted within at least two (2) working days of the scheduled exam, unless the evidence of unexpected or extenuating circumstances provided indicates this would not have been possible
- For all deferrals, LCI Melbourne's Grading Criteria applies in full

Assessment variation
Other assessment variations or arrangements may be approved by the Academic Dean in exceptional or unique circumstances.

Unexpected or extenuating circumstances
Unexpected or extenuating circumstances are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance.

Unexpected or extenuating circumstances include:

Medical circumstances
- An unexpected illness, a recurrence of a chronic illness or an accident
- A disability or illness for which a variation has already been made will not be accepted unless the disability has been compounded by an unexpected change, or an additional condition
- Supporting documentation must take the form of an original certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition

Compassionate circumstances
- Hardship or trauma such as the death or serious illness of a close family member, severe disruption to domestic arrangements, being a victim of crime or an accident
- Supporting documentation may take the form of a letter from a counsellor who has prior knowledge of the student and their circumstances; an original medical certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist,

depending on the nature of the condition; a letter from a person qualified to assess and support the application (e.g. clergy providing grief counselling); or a certificate from a funeral director or death notice
- Supporting documentation will not be accepted from a relative or personal friend, or friend of the student's family

Special circumstances
- Religious observance or obligations, formal legal commitments, military service, service with a recognised emergency management service, representing LCI Melbourne, a state or home nation at a significant sporting or cultural event or unforeseen and significant employment-related circumstances such as a move interstate at short notice
- Supporting documentation can include: a certified call to Australian Defense Force service, a description of the emergency attended for State Emergency Service or Country Fire Service personnel, an original letter confirming changed employment circumstances, an original letter confirming commitments for athletes and performing artists, a copy of an accident report or a court summons
- Supporting documentation will not be accepted from a relative or personal friend, or friend of the student's family

Supplementary assessements
If a student records a final mark from 45-49%, the student will be allowed to attempt a supplementary assessment, unless the unit precludes supplementary assessments.
- The supplementary assessment will be designed to assess the required subject learning outcomes that the student has yet to demonstrate adequately. Usually this will be part or the entire failed assessment item.
- A supplementary assessment will be issued within 5 working days after the main results release with a due date specified by the Academic Progress Committee
- A student who successfully completes a supplementary assessment will be awarded a Supplementary Pass (SP) for the unit.
- A student who does not successfully complete a supplementary assessment will be awarded a Fail Level 1 (FL1) for the unit.

In cases where a unit specifically precludes a supplementary assessment, the student may be eligible for a conceded pass or terminating pass.

Final notations
Units may only have one grading criteria applied and this must be applied to all students in the unit. Units that require competencies to be achieved to a mimimun specified level may use the Ungraded Pass/Fail scheme rather than the numerical grading scheme. Please note, the marking bands/criteria were updated in 2016.

LCI Melbourne awards final grades and notations according to the following criteria:

Outcome	Abbrev.	Mark %	Description
High Distinction	HD	80-100 Prior to 2016: 90-100	High Distinction is awarded for work of outstanding quality in achieving all learning outcomes together with outstanding integration and understanding of theory and application of skills. Evidence of in-depth relevant research, reading, analysis, original and creative thought is demonstrated. The recommended academic referencing system is used consistently and accurately at all times.

Outcome	Abbrev.	Mark %	Description
Distinction	DI	70-79 Prior to 2016: 80-89	Distinction is awarded for work of superior quality in achieving all learning outcomes and a superior integration and understanding of theory and application of skills. Evidence of in-depth relevant research, reading, analysis and evaluation is demonstrated. The recommended academic referencing system is used consistently and accurately with minimal errors.
Credit	CR	60-69 Prior to 2016: 65-79	Credit is awarded for work showing a more than satisfactory achievement of all learning outcomes and a more than adequate understanding of theory and application of skills. Competent use of the recommended academic referencing system is evident.
Pass	PS	50-59 Prior to 2016: 50-64	Pass is awarded for work showing a satisfactory achievement of all learning outcomes and an adequate understanding of theory and application of skills. Use of the recommended academic referencing system is evident.
Fail Level 1	FL1	45-49	A Fail Level 1 grade will be awarded if a student has been granted a Supplementary Assessment and either did not submit or pass the assessment, thus indicating the student is unable to demonstrate satisfactory academic performance in the unit.
Fail Level 2	FL2	0-44	A Fail Level 2 grade will be awarded if a student is unable to demonstrate satisfactory academic performance in the unit. Use of the recommended academic referencing system is not evident.
Ungraded Pass	UP	n/a	An Ungraded Pass is awarded for work showing achievement of all learning outcomes specified for that subject to the required standard, where the subject specifies use of an ungraded pass.
Incomplete Repeat	IR	n/a	An Incomplete Repeat will be awarded if a student is unable to demonstrate satisfactory attendance performance in the unit. Attendance is an academic requirement as per the Attendance policy.
Supplementary Pass	SP	50 Added 2017	Supplementary Pass is awarded for work showing achievement of all learning outcomes specified for the unit to the required standard following a supplementary assessment.

Outcome	Abbrev.	Mark %	Description
Conceded Pass	CP	n/a Added 2017	A Conceded Pass may be awarded to a student who attempted all the assessment items for a unit and records a final mark from 45% to 49% where the assessment conditions do not allow the provision of a supplementary task. Conceded passes are awarded at the discretion of the Academic Progress Committee and cannot be requested by a student. A conceded pass can be used to meet the prerequisite/s of a later subject. A student may only be granted a maximum of one conceded pass at each year level within a course.

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| Terminating Pass | TP | 50

Added 2017 | A Terminating Pass may be awarded to a student who attempted all the assessment items for a unit and records a final mark from 45% to 49% where the assessment conditions do not allow the provision of a supplementary task. Terminating passes are awarded at the discretion of the Academic Progress Committee and cannot be requested by a student.

A terminating pass signifies that the student will not continue further study in that specific discipline and therefore cannot be used to meet the prerequisite/s of a later subject.

A student may only be granted a maximum of one terminating pass within a course. |

Other final notations

Outcome	Abbrev.	Description
Approved Withdrawal	AW	The student has withdrawn from the unit without financial or academic penalty. Domestic students – withdrew prior to Census date International students – withdrew prior to course commencement
Withdrawn	WD	The student has withdrawn from the unit with financial penalty, but without academic penalty. Domestic students – withdrew after Census date, but prior to Academic Withdrawal date International students – withdrew after course commencement, but prior to Academic Withdrawal date
Withdrawn Fail	WF	The student has withdrawn from the unit after the academic withdrawal date and consequently incurs both academic and financial penalties.
Credit Transfer	CT	The student has achieved all of the learning outcomes specified for the unit to the required standard through prior formal learning.
Recognition of Prior Learning	RPL	The student has achieved all of the learning outcomes specified for the unit to the required standard through prior learning that includes informal and/or non-formal learning, and may also include formal learning.
Pass Recognised	PR	The student has been granted exemption from completing the requirements of the unit under a pathway agreement or formal exchange program. Note: Pass recognised exemptions cannot be transferred elsewhere as credit towards a subject.

Interim notations

Outcome	Abbrev.	Description
To Be Assessed	TA	The student has been granted additional time in which to demonstrate achievement of the learning outcomes specified for the unit to the required standard.
Supplementary Assessment	SA	The student has been granted a supplementary assessment through which to demonstrate achievement of the learning outcomes specified for the subject to the required standard.

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Page **9** of 13

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| Conditional Credit Transfer | CCT | The student will have achieved all of the learning outcomes specified for the unit conditional on completion of current formal learning. |
| Conditional Pass Recognised | CPR | The student will be granted a Pass Recognised exemption upon the successful completion of current formal learning under a pathway agreement or formal exchange program. |

Obsolete notations

The following notations were removed or altered in 2017. Student transcripts may list these results prior to 2017.

Outcome	Abbrev.	Description
Continuing Studies	CS	A Continuing Studies grade was awarded when a student was unable to complete a unit due to special circumstances. The student was approved to complete the unit at a later date without paying fees a second time.
Pass Conceded	PC	A Pass Conceded was awarded when a student successfully completed a Supplementary Assessment. Additionally, a Pass Conceded was awarded when a student had absences of greater than 20% but less than 33.33%, where a grade reduction would have resulted in a failing grade.
Pass Recognised	PR	Prior to 2017, a Pass Recognised grade was also awarded for Credit Transfers and Recognition of Prior Learning.

Review of Grades

The Academic Progress Committee is delegated by the Academic Board to review all grades awarded and to ensure grading is applied consistently across different units and programs, and by different tutors. Following finalisation of grades in each study period the SPC will review grade distributions, recognising that divergence can occur easily with the small group enrolments at LCI Melbourne.

For unit cohorts of 14 or more students, a substantial discrepancy is deemed to be any cohort awarded more than 25% of either Fail grades or High Distinctions. For smaller

cohorts, responsibility for identifying significant discrepancies lies with the Student Progress Committee.

Should a substantial discrepancy be identified, it will be addressed via moderation of graded results rather than by additional assessment.

Requesting a review of a mark or grade

A student who considers that an assessment mark or grade has been unfairly or inappropriately marked may request a review. To do so, a student must send a request in writing to the Academic Dean that meets the following criteria:

- Received within 10 working days of the mark/grade being released
- Evidence provided the student has discussed the mark/grade with the tutor for feedback and clarification
- Details reasons the student has deemed the mark/result as unfair or inappropriate in regards to assessment criteria

The Academic Dean will assess the request and determine and appropriate actions and response. If the student is unsatisfied with this response, they may pursue the matter further under LCI Melbourne's Grievance (Academic) policy.

Marking and Communication of Results

The marking of assessments is considered an important element in student learning. Annotated assessments identify students' strengths and weaknesses and assist them in assessing their progress.

Faculty must update cumulative grades for summative assessments and post all results on LCI Melbourne's employee/student digital platform.

During the class prior to the final exam (if applicable), faculty must inform students of the cumulative grades they have attained thus far.

When evaluating assignments to be returned to students, faculty must indicate, in writing, the weighting applied to each criterion evaluated, in addition to any relevant comments.

Faculty must return corrected assessments to students within a two (2)-week period (unless faculty have confirmed an alternate timeframe with students in advance). Faculty must also respect deadlines for submitting grades to the digital platform.

All exam results are electronically accessible by students and faculty. Exam copies are retained as active files until the end of the final grade revision period specified in the school calendar. If students wish to appeal the mark, they may do so according to the Academic Grievances and Appeals Policy.

Ownership of Evaluations and Record Keeping
Students may consult their graded assignments on LCI Melbourne premises, however final and mid- term test and exams, in addition to all assignments produced by students using LCI Melbourne's materials remain the sole property of the institution. Student records are kept in LCI Melbourne system for a minimum of five years. For more information on record keeping, consult the *Record Management Policy*.

Withdrawing from Units
Students can withdraw from a course prior to the course withdrawal deadline date established by LCI Melbourne's Academic Calendar, in which case they will obtain a grade of WD (Withdrawn) without any academic penalty. The Program Coordinator must approve all requests for course withdrawals.

After the course withdrawal deadline date, all courses for which students are registered will appear on their transcripts, along with their final results.

Class Attendance
To optimise the learning environment, attendance is strongly recommended for all units. Faculty are responsible for taking attendance and evaluating the legitimacy of reasons students provide to justify their absences.

Exceptions: The Program Coordinator may waive the attendance rule on a faculty member's recommendation, after the reasons for absences and the student's level of attainment of course objectives have been ascertained.

The school administration may allow an exemption for the dates absent provided a legitimate doctor's note is submitted. Doctor's notes must be provided within the reasonable time frame of 10 working days of the occurrence. For cases like fraud or forgery, the student will be subject to dismissal policy procedures.

*Incomplete grade – This grade applies when a student in unable to complete a course due to circumstances beyond his or her control. A student assigned an IN grade has up to four (4) months to complete the course requirements, after which a grade will be assigned.

Punctuality
Students must always be on time for all of their classes. Faculty may refuse to allow students into a class if they arrive late. Students who arrive late accept that any missed information will not be repeated. Therefore, they are responsible for communicating with peers about missed material, if necessary.

A late arrival at the beginning of a class, after the coffee break or a departure before the end of class will constitute one (1) absence.

Absences for Exams
If a student is absent for an assessment given during the semester, he or she can request an adjustment to his or her weighted average grade. In all cases, a valid and formally documented request must be presented to the faculty member no later than the class following the absence. The faculty member then notifies the Program Coordinator and, together, they determine if the request is justifiable. Such authorisation is only granted for exceptional circumstances.

Absences for final exams will result in a grade of zero (0). The Program Coordinator may consider legitimate and documented reasons for absences. However, any necessary make-up exams will be authorised only in

exceptional circumstances and will be scheduled at the convenience of the faculty member and the Program Coordinator**.**

Religious holidays that are recognised and statutory, constitute legitimate reasons for absence from assessments. All requests for make-up assessments must be submitted to the faculty member in question within the first two (2) weeks of the semester. The faculty member then notifies the Program Coordinator and, together, they decide on the make-up exam date and conditions. Students who do not respect these conditions receive a zero (0) grade for the assessment.

Punctuality for Exams
Students who arrive late for tests or final exams will not be allowed to enter the classroom if more than a third of the allotted time has elapsed. Students are not allowed to exit the examination room before half of the allotted time has passed.

Once students have left the test or exam room, they will not be allowed to re-enter.

Final Exams
The faculty member responsible for the course develops final exams.

Contesting and Revising Grades
For contesting and revising grades, see the Academic Grievance and Appeals Policy.

Repeating Units
Students may enrol to repeat a unit they failed in the previous trimester. However, after failing the same unit twice, students should consult with the Academic Dean on progress.

Continuation of Studies
Students who demonstrate an unsatisfactory academic performance may be required to fulfill certain conditions in order to continue their studies. These conditions may include correcting erratic behaviour, improving academic results, immediately repeating failed units and registration restrictions for certain units. Ultimately, a failure to satisfy the conditions of this inadequate performance may lead to dismissal from LCI Melbourne.

For more information, see the *Academic Progress Policy*.

Eligibility for Graduation
LCI Melbourne establishes the sequence of learning activities for each program. Throughout the unit of a student's academic career, LCI Melbourne expects that he or she will respect all program requirements. Moreover, members of staff must undertake the appropriate administrative procedures to ensure that student files include all the required elements that support a recommendation for graduation.

For more information about graduation, see the Graduation Policy.

For equivalencies, substitutions and exemptions see the Credit Transfer and Recognition of Prior Learning Policy.

Academic Honesty and Integrity
LCI Melbourne is committed to maintaining a culture of academic honesty and integrity and expects all employees and students to behave as honest and responsible members of an academic community. A disregard for the principles, policies, rules or regulations that uphold honesty and integrity at LCI Melbourne may result in disciplinary action.

Students and faculty are expected to be aware of LCI Melbourne's standards in regard to honesty and integrity.

More details on academic honesty and integrity can be found in the following policies:

- *Academic Honesty and Integrity Policy*
- *Intellectual Property Policy;*
- *Student Conduct Policy and Disciplinary Procedures*;

Professional Development in the Area of Assessment

The Academic Dean makes relevant documentation on the evaluation of learning available to faculty and the Program Coordinator. To this end, LCI Melbourne intranet sets aside a special section for works discussing evaluation and pedagogical practices.

The Academic Dean must also organise and offer professional development activities in the field of assessment.

Further Information:

− Teaching and Learning Policy
− Academic Honesty and Integrity Policy
− Intellectual Property Policy
− Student Conduct Policy and Disciplinary Procedures
− Academic Complaints and Appeals Policy
− Employee Code of Ethics
− Credit Transfer and Recognition of Prior Learning Policy
− Academic Progress Policy
− Graduation Policy
− Records Management Policy
− Employee and Student Access and Equity Policy

Accountable Officers

The accountable officers for the implementation and relevant training of this policy are listed below.

Policy Category	Academic			
Responsible Officer	Academic Dean			
Review Date	Q2 2019			
Approved by				
APC/T&LSPC on behalf of the Academic Board				
Change and Version Control				
Version	Authored by	Brief Description of the changes	Date Approved	Effective Date
1.0	Academic Dean	LCI Melbourne Student Assessment.pdf	Dec 2014	Dec 2017
1.1	Academic Dean	Merged data from LCI Melbourne Course Progression and LCI Vancouver Policies	Dec 2017	Jan 2018

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