Assessment Procedure - Assessment Management

Section 1 - Purpose

(1) This procedure sets out the requirements for managing assessment.

Section 2 - Authority

(2) Authority for this document is established by the [Assessment and Assessment Flexibility Policy](#).

Section 3 - Scope

(3) This procedure applies to coursework courses and programs offered by the RMIT Group, which is RMIT University and its controlled entities – RMIT Online, RMIT University Pathways and RMIT Vietnam.

Section 4 - Procedure

Technology

(4) RMIT uses a Learning Management System (LMS) to support learning and teaching activities, including assessment. See the [Canvas LMS](#) website for further information.

(5) Students may use generative artificial intelligence tools for learning and assessments as per the guidance provided in courses. See the student [Academic Integrity](#) website for further information on the appropriate usage of generative AI tools.

(6) RMIT staff and students are encouraged to use RMIT's custom-built generative artificial intelligence tool Val as an alternative to other generative AI tools to ensure that RMIT's information is safeguarded. See the [Val staff](#) website (staff log in required) and [Val student](#) website for further information.

(7) RMIT uses detection tools to identify potential breaches of academic integrity in student submissions. See the [TurnitIn staff website](#) for further information.

Academic integrity

(8) Staff and students uphold the principles of academic integrity when undertaking teaching and learning and assessment activities, in accordance with the [Academic Integrity Policy](#). See the Academic integrity at RMIT [student](#) website, [staff](#) website and [Educator Resource Hub](#) (staff log in required) for further information.

(9) Students are responsible for being aware of their academic integrity responsibilities and appropriate usage of generative artificial intelligence tools in their work. The [Generative AI for students at RMIT](#) learning module provides guidance on using generative AI tools at RMIT, academic integrity considerations and information on relevant policies

and resources. See the student [Academic Integrity](#) website (AI tools tab) and Library [Artificial intelligence – referencing guidelines](#) for further information on the usage of generative AI.

(10) Potential breaches of academic integrity are managed in accordance with the [Academic Integrity Policy](#) and [Student Conduct Policy](#).

Additional assessment considerations

(11) Students must demonstrate capability in the inherent requirement of their program, which are the non-academic competencies essential for performing the core functions of the relevant profession. Reasonable adjustments are provided to support students of all abilities to participate fully in their study and may assist students in meeting inherent requirements. Reasonable adjustments are individualised to the person's particular circumstances and their program of study. See the [Inherent Requirements](#) website (staff log in required) and the Assessment Procedure – Assessment Adjustments for further information.

(12) Programs and courses may require competency-based assessments, mandatory hurdle requirements and inherent requirements as part of their professional accreditation requirements and standards. See the [Program and Course Professional Accreditation Procedure](#) and [Educator Resource Hub (Professional Accreditation)](#) (staff log in required) for further information.

(13) Students may be required to meet additional non-academic eligibility requirements when undertaking campus-based study and Work Integrated Learning activities due to professional accreditation requirements. For example, Working with Children Checks, Police Checks and immunisations. See the [Program and Course Professional Accreditation Procedure](#) and [Program and Course Work Integrated Learning Procedure](#) for further information.

(14) Work Integrated Learning must be assessed to demonstrate and evidence student learning and their reflection on how to further develop their skills. See the [Assessing WIL](#) website (staff log in required) for further information.

Group assessment work

Overview of group assessment work

(15) Group assessment work ('group work') is designed on learning outcomes that evaluate both the process and outcome of working in groups, enabling the development of skills in communication, cooperation, planning, conflict resolution and peer support. It supports collaborative learning and builds skills and ability to work effectively with others in a professional context.

(16) Learning outcomes and assessment rubrics are published in course guides and clearly define the knowledge and skills required to demonstrate competence in group work and collaboration, underpinned by the values of integrity and honesty.

(17) Group work is inclusive and accessible so that students with diverse abilities and backgrounds can fully participate.

(18) Academic and teaching staff are actively involved in supporting group work throughout the process and provide feedback, support skill development, assess the process and identify any group process issues as they emerge. Students can also identify any issues as they emerge and report these to relevant staff.

Designing group work

(19) Prerequisite courses wherever possible will progressively build and extend collaborative student skills. Group work may account for a maximum of 30% of the total marks for a course.

(20) In courses with competency-based assessment, group work is assessed individually on each component in the

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task where possible.

(21) Group work is designed to ensure that staff:

    a. manage group formation to ensure diversity and inclusiveness where possible

    b. inform students how they are expected to contribute as part of the group

    c. teach students that are new to group work intercultural and collaborative skills and the use of collaboration tools

    d. allocate time for group work in class where students are new to group work and the course is taught face to face

    e. provide students the opportunity to reflect on the group work process and their contribution

    f. provide students feedback during the group work process to enable them to improve their skills

    g. can provide equivalent assessment tasks where students are prevented from participating in part of the group work process by a disability, long-term physical or mental health condition, or short-term circumstances outside their control.

Managing group conflict

(22) Staff provide:

    a. clearly defined processes for managing group conflict at the start of the group assessment work

    b. guidance and active monitoring throughout the group work process so staff can intervene if a group becomes dysfunctional.

(23) Students who experience problems with group work are responsible for informing the relevant staff in writing as soon as possible for issues to be addressed promptly and appropriately.

Assessing group work

(24) Staff provide students:

    a. clarity on assessment, including marking criteria for and mark proportions allocated to the group process and the outcomes

    b. instructions on how group members verify/authorise the submitted work

    c. feedback on group work assessment process and outcomes.

Online invigilated examinations

(25) Online invigilated examinations may be approved for students who, due to circumstances outside their control, are unable to attend in person examinations that fulfil a mandator accreditation requirement and are managed by local areas.

(26) Online invigilated examinations reproduce in-person examination conditions by:

    a. preventing access to unauthorised information

    b. authenticating student identity, and

    c. providing the opportunity to monitor and analyse student behaviour during examinations and retrospectively as required, via real-time and recorded invigilation. This does not include electronic keystroke or eyeline analysis.

(27) When approved for an online invigilated examination students are advised that:

a. they are required to follow all rules provided to them

b. they are required to show invigilators their examination space and their student identification

c. they must enable the required software, i.e. lockdown browser

d. they must permit sharing of the computer desktop if requested, and

e. the entire examination will be recorded and the recording stored for 12 months in accordance with RMIT's [Privacy Policy](#) and [Information Governance Policy](#) for the purpose of reviewing the examination should concerns be raised about a potential breach of academic integrity.

(28) Students are required to participate in a practice, familiarisation examination or simulation to test the reliability and quality of required software, internet connectivity and equipment suitability and set-up prior to the official examination.

a. Practice or familiarisation examinations must provide examples of the methods of asking and responding to questions (for example, multiple choice, short answer) so students are able to practice with the types of questions they will be asked.

b. Practice examinations do not need to replicate the length of the formal exam, do not need to be related to course content and are not considered a formal assessment item that will contribute to a student's final grade.

(29) Online invigilated examinations are scheduled for the same time and duration as in-person instances of the examination.

(30) Supplementary or deferred examinations are scheduled during the appropriate examination periods and will be the same duration as in-person instances of the examinations.

(31) Recordings of online invigilated examinations will continue during any interruptions in the examination environment, including students leaving to attend bathroom breaks or to facilitate equitable learning plans, and may be reviewed to assess whether there has been a potential breach of academic integrity.

(32) RMIT undertakes preventative action to mitigate foreseeable risks to academic integrity and to prevent reoccurrences of breaches in online invigilated examinations.

Responsibilities

(33) Students sitting an online invigilated examination are responsible for preparing for examination conditions by:

a. confirming they have access to suitable computer equipment and software that is tested and ready for use, including fully charged batteries or access to power cables as required, stable internet connection, and an operational webcam and microphone

b. reviewing and understanding examination instructions, rules and requirements prior to the examination

c. understanding the requirement to use the webcam and microphone if and as requested

d. ensuring they have prepared to sit their examination in the correct time zone

e. ensuring they have the correct access (i. URL) to the examination

f. arranging a quiet, private, well-lit space that will not be interrupted and is appropriate to examination conditions

g. clearing work area of all non-permitted items

h. ensuring all non-permitted software is shut down

i. being appropriately attired as though attending an in-person examination

j. logging in at least 20 minutes prior to the published start time to complete identity verification or the time nominated in examination instructions

k. having approved photographic identification readily accessible

l. following all instructions of the invigilator, and

m. monitoring the time remaining in the examination.

a. Course coordinators are responsible for:

a. ensuring that students who are approved to sit an online invigilated exams are informed of all technical and system requirements

b. providing instructions for the conduct of an online invigilated examination, including instructions for action to take in the event of issues arising during the examination

c. having contingencies in place in case of technical issues experienced by invigilators.

a. Course coordinators must be contactable during an examination or have a suitable nominee in place to assist with issues as they arise.

Privacy

(34) Students are advised before sitting an online invigilated examination that they will be monitored and recorded during the examination and the recording will be held for up to 12 months for review if required.

(35) Only authorised staff have access to recordings and these staff are only authorised to access recordings for the purpose of investigating potential breaches of academic integrity.

(36) All online invigilated examination recordings are stored securely and entirely within RMIT information technology infrastructure. The collection, accuracy, use, storage, disclosure, retention and disposal of students' personal information and recordings are managed in accordance with RMIT's Privacy Policy, Information Governance Policy and local regulations as appropriate.

(37) Dissertations and theses are examined as follows.

a. The principal supervisor proposes two examiners who have not supervised the student's dissertation or thesis work.

i. The college Associate Deputy Vice-Chancellor Learning and Teaching can approve an exception where the school demonstrates exceptional circumstances.

b. The examiners are approved by the program manager or research component course coordinator and notified to the program assessment board.

c. The program manager provides the examiners with the instructions to students for undertaking the dissertation or thesis and the criteria for assessment. The program manager also provides a link to the Supervision of research components in coursework programs process (see clauses (48) – (59)).

d. The examiners provide written reports including a short statement of the reasons for the mark awarded, and a statement to be provided to the student within two weeks of receiving the dissertation or thesis for examination.

e. Students are provided with the examiners' statements, but not the marks awarded by the examiners.

f. Where the two examiners' marks differ by more than 15% of the maximum possible total mark, the dean, head of school or industry cluster or nominee will appoint a third examiner, who may be from within or external to RMIT, but who must not have supervised the dissertation or thesis. They must be provided with the same materials for the examination as were the two original examiners, but not with the original examiners' reports.

g. The examiners' reports and marks are referred to the course assessment committee for determination of a final grade.

(38) Assessment of theses or dissertations is scheduled where possible to ensure results are approved in time for graduates to apply for the next round of scholarships to undertake a higher degree by research or to start employment in their profession after the end of the relevant teaching period.

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a. In Melbourne programs, results should be approved in October or at latest by late November.

b. This timeframe may need to be extended where a third examiner is required in clause (26f), or for other reasons.

(39) Students are entitled to appeal against the result of an honours research component in accordance with Assessment Procedure – Review and Appeals.

Assessment of creative or professional practice projects of 24 credit points or more

(40) Major assessment tasks (weighted at 50% or more of the mark in an individual course) are assessed by more than one assessor. At least one of the assessors must have the level of qualification required for assessment in the program. See the Higher Education Staff Qualifications and Scholarships Policy for further information.

(41) Other assessment tasks (weighted at less than 50% of the weighting of a single course) are assessed by more than one assessor, except where there are practical reasons why they can only be assessed by one staff member. At least one of the assessors of any assessment task must have the level of qualification required to assess in the program. See the Higher Education Staff Qualifications and Scholarships Policy for further information.

Submission of Assessment Work

(42) At the commencement of each teaching period the course coordinator ensures that:

a. part B of the course guide states how students will submit assessment tasks, and

b. staff teaching the course inform students how they will submit assessment tasks.

See the Program and Course Guide Instruction for further information.

(43) Electronic submission (eSubmission) via the University's LMS is the required method for students to submit assessment work. Physical submission should only be used for assessment work that cannot easily be submitted via the LMS, such as creative works or physical artefacts. See the Assessment website for further information.

(44) The Authorisation of Assessment website (staff log in required) describes how staff must set up eSubmission for students.

a. Students submitting work electronically must do so from their RMIT student account.

b. When submitting work electronically, students are directed to the Assessment declaration web page, and must 'click through' this page, thereby declaring their authorship of the work. They do not need to include a cover sheet declaring their authorship.

(45) Where students submit physical work for assessment, they must complete, sign and attach a cover sheet that includes a statement of their authorship of the work. A generic cover sheet for physical submission of assessment work is available from the student Assessment website.

(46) A penalty of 5% of the total marks available for the assesses task is deducted per working day to late submissions without an approved extension (assignment extension or special consideration). Submissions that are 10 or more days overdue will not be assessed.

(47) A supplementary assessment will not be granted where the fail grade is the result of a late penalty.

(48) Students are responsible for securing and retaining assessment and developmental materials for the duration of the program, in accordance with the Academic Integrity Policy.

(49) Assessment tasks valued at 20% or more must be retained on the LMS for a minimum of six months to support quality assurance and consistency in grading.

(50) Submission of assessment for research component courses of 24 credit points or more in bachelor honours or masters by coursework programs, including where a 24-credit point research component is broken into two 12 credit point courses, are provided for in clauses (39) – (46).

    a. Clauses (39) – (46) do not apply to a research component course weighted at less than 24 credit points and which is not part of a larger research component weighted at 24 credit points.

Submission of theses and dissertations for courses of 48 credit points or more

(51) When a student believes their dissertation, thesis or project is ready to be submitted, they should discuss with the supervisor whether the supervisor agrees that it is ready to be submitted.

    a. The supervisor confirms the outcome of that discussion by email to the student within five working days.
    b. The student may choose to submit without consulting the supervisor or if the supervisor does not agree that the thesis or project is ready, however an unsupported submission risks a poorer mark.

(52) Other than in exceptional circumstances, students must submit the thesis or dissertation by the deadline stated in the information on assessment in the course.

(53) Where the student requires an extension to the deadline for submission of the thesis or dissertation:

    a. because of unforeseen personal or health circumstances outside the student's control, the student should apply for an extension or special consideration: see Assessment Procedure – Assessment Adjustments for further information.
    b. because of unexpected and exceptional difficulties other than unforeseen personal or health circumstances, such as difficulty accessing equipment or facilities, or delays in providing supervision, the program manager or course coordinator has discretion to grant an extension.

(54) Approved late submission may mean that the student's final results are not approved in time for the following round of higher degree by research scholarship applications.

Submission of creative or professional practice projects of 24 credit points or more

(55) Schools should schedule research component assessments to ensure that the results are approved in time for graduates to apply for the next round of scholarships to undertake a higher degree by research or to start employment in their profession after the end of the relevant teaching period, where possible.

    a. For Melbourne programs, this means that results should as far as possible be approved in October or by late November at the latest.

(56) Other than in exceptional circumstances, students must submit the assessment tasks in creative or professional practice research component courses by the deadline stated in the information on assessment in the course.

(57) Where the student requires an extension to the deadline for submission of the research component:

    a. because of unforeseen personal or health circumstances outside the student's control, the student should apply for an extension or special consideration: see Assessment Procedure – Assessment Adjustments.
    b. because of unexpected and exceptional difficulties other than unforeseen personal or health circumstances, such as difficulty accessing equipment or facilities, or delays in providing supervision, the program manager or course coordinator has discretion to grant an extension.

(58) Approved late submission may mean that the student's final results are not approved in time for the following

round of higher degree by research scholarship applications.

Supervision of research components in coursework programs (Higher Education)

(59) This procedure does not apply to courses in HDR programs, or research methods and research planning courses in coursework programs.

(60) Research components in coursework programs may take the form of independent research or project work or practice-related learning or an equivalent piece of scholarship.

(61) This procedure is intended to ensure that students receive adequate supervision in what may be their first experience of undertaking a substantial research activity.

(62) Refer to the [Australian Code for the Responsible Conduct of Research](#) and the RMIT [Human Research Ethics Procedure](#) for guidelines on research conduct.

(63) For one-year stand-alone bachelor honours programs that require a dissertation or thesis weighted at 48 credit points or more, the school or college may appoint an honours program committee.

(64) The honours program committee is responsible for:

  a. monitoring the allocation of supervisors and examiners to honours research components
  b. serving as the course assessment committee for honours research components
  c. serving as the program assessment board for the relevant honours programs.

(65) The program will define in the course guide a normal word length for the dissertation or thesis appropriate to the discipline.

(66) To be the principal supervisor for, or to examine the dissertation or thesis, a person must possess expertise in the relevant discipline area and:

  a. for supervision or examination for an honours degree, a master degree or doctorate, or hold equivalent standing and experience in industry or
  b. for supervision or examination for a master degree, a doctorate.

(67) For each student, a principal supervisor of their dissertation or thesis is appointed who is an RMIT staff member. The school must make every effort to ensure that the principal supervisor will be present to provide the student with adequate supervision during the research component course. One or more co-supervisors may be appointed who may be other RMIT staff or external to the University.

(68) In exceptional circumstances, a school is required to engage industry practitioners in a sessional capacity to act as primary supervisors for dissertation or thesis for master by coursework programs. Where this occurs, industry practitioners must be available to provide the same level of support required by the clause above.

(69) If the principal supervisor is absent for four weeks or more:

  a. a co-supervisor who is an RMIT staff member may stand in as principal supervisor for the period of absence, or
  b. the school will arrange an interim principal supervisor for the period of absence.

(70) The student must be informed about the arrangement of an interim principal supervisor who is not already a co-supervisor and must be given an opportunity to raise concerns or suggest a different supervisor. Where it is known well in advance that the supervisor will be absent, the interim arrangement must be arranged before the absence starts.

(71) Supervisors are responsible for:

    a. allocating the student sufficient time for adequate supervision during the course, and agreeing with the student on a schedule of meetings

    b. guiding the student on:

        i. the choice of research topic

        ii. planning the research

        iii. the relevant literature

        iv. research methods and techniques

    c. providing the student with feedback on work in progress and suggestions for improvement within a reasonable timeframe

    d. informing the student where the student's progress is too slow or the standard of their work is inadequate and suggesting ways to address these problems. Such concerns should initially be discussed with the student and then stated in an email which should be retained in case of dispute.

Feedback on assessment work

(72) Assessors provide students with marks and feedback on in-course assessment work in time for students to improve their performance in related assessment tasks later in the course. Feedback is provided within 10 working days of the deadline for submission of the assessment work or, if a student is granted an extension, within 10 working days of the date when the student submitted the work.

(73) Assessors normally provide students with marks for all in-course assessments before students sit any end-of-course assessment.

(74) Feedback may be formal, informal, individual or directed to groups.

(75) Students are expected to read, reflect and act on feedback to develop their capabilities as self-regulated and independent learners. Students may seek clarification if feedback is not clear or does not explain the result in relation to the stated criteria and standards.

(76) Feedback on assessment work can be provided by an educator, but students can also receive feedback from peers and self. These review activities ensure students understand their performance against rubrics and learning outcomes and help to develop capability and skills in giving and receiving feedback. Students deepen their engagement with standards and evaluation, develop evaluative judgement and extend for future learning.

(77) Strategies are used to reduce implicit or explicit bias in marking and feedback to ensure equity and to support diversity and inclusion. For example, de-identification of students' work.

Section 5 - Compliance

(78) Provide details of how compliance is monitored and whether there is a specific role or team dedicated to monitoring compliance.

(79) Provide details of how breaches are managed e.g. 'Breaches of this procedure can be reported through the Organisational Breach Reporting Portal and are managed in accordance with the Compliance Breach Reporting Procedure'.

(80) Provide details if there is a compliance reporting regime specific to this subject matter, e.g. biannual reporting to ARMC by a particular senior officer.

Associated Information

(81) Website Links

[Using rubrics](#)

[Teach VE Hub](#)

[Assessment](#)

[Authorisation of Assessment](#)

[Educator Resource Hub](#)

[Australian Code for the Responsible Conduct of Research](#)

[Canvas LMS](#)

[Academic Integrity](#)

[Val [staff]](#)

[Val [student]](#)

[Generative AI for students at RMIT](#)

[Artificial intelligence – referencing guidelines](#)

[Inherent Requirements](#)

[Assessing WIL](#)

(82) Links to other policy documents or websites that may be relevant to understanding the subject matter or implementing the procedure.

[Academic Integrity Policy](#)

[Responsible Artificial Intelligence (AI) Procedure](#)

[Program and Course Guide Instruction](#)

[Higher Education Staff Qualifications and Scholarships Policy](#)

[Human Research Ethics Procedure](#)

[Support for Students Policy](#)

[Program and Course Professional Accreditation Procedure](#)

[Program and Course Work Integrated Learning Procedure](#)

Status and Details

Status	Not Yet Approved
Effective Date	To Be Advised
Review Date	To Be Advised
Approval Authority	
Approval Date	To Be Advised
Expiry Date	Not Applicable
Policy Owner	Connie Merlino University Secretary and Academic Registrar
Policy Author	Kathryn Wardill Associate Director, Integrity and Assessment Support
Enquiries Contact	Academic Policy