

Assessment Policy

Section 1 - Purpose

(1) This policy sets out the requirements for assessment in subjects offered by Charles Sturt University (the University).

(2) It is intended to ensure that assessment will:

- a. comply with legislation, including but not limited to the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) and particularly standards 1.3 and 1.4
- b. validly assess achievement of learning outcomes
- c. operate in a culture of academic integrity shared by students and staff
- d. be conducted so as to guide and encourage students, evaluating their learning and assigning grades fairly and reliably
- e. identify areas of strength and weakness in a student's knowledge and skills, providing feedback that enables them to improve their performance
- f. include formative and summative assessment methods as appropriate
- g. prepare students for life-long self-assessment and exercising their professional judgment
- h. identify students who have achieved excellence, for example for purposes such as awarding scholarships and prizes
- i. ensure that students maintain their academic progress and complete their course within a short enough period that their knowledge and skills as graduates will be current
- j. measure and certify performance at the end of a course against established standards so that students' level of skills and knowledge is clear to others such as employers and accrediting bodies
- k. ensure that the University's awards comply with the qualification specifications of the [Australian Qualifications Framework](#) (AQF), and that assessment demonstrates the level of attainment required for an award of the University, and
- l. be conducted with reasonable flexibility to accommodate students living with a disability or who have unexpected adverse circumstances.

(3) The [Academic Integrity Policy](#) states:

- a. the University's expectations of staff and students to practise and maintain academic integrity, and
- b. their responsibilities in relation to this including the responsibility of academic staff to report instances of suspected academic misconduct for investigation under the [Student Misconduct Rule](#).

(4) The [Higher Degree by Research Policy](#) states requirements for assessment of higher degree by research theses, including proposal of research topics, confirmation of candidature, submission, examination and appeals.

Scope

(5) This policy applies to all staff involved in assessment, all staff who support assessment processes and record-keeping, and all students, in all subjects, including those delivered by partner institutions, other than research

component subjects of higher degree by research courses.

Section 2 - Policy

Academic governance and management of assessment

(6) Academic Senate oversees the quality assurance of assessment in courses offered by the University, and the compliance of assessment with the relevant standards of the Higher Education Standards Framework and other relevant regulatory frameworks.

(7) Academic Senate has delegated responsibilities for assessment quality assurance as follows.

- a. Academic Quality and Standards Committee (AQSC) oversees:
 - i. implementation of policies and procedures relating to assessment, grades and the approval of grades
 - ii. academic integrity and academic misconduct, and
 - iii. student appeals in relation to assessment.
- b. Faculty Boards:
 - i. oversee assessment and awarding of grades in the faculty, and by partners and third parties
 - ii. ensure compliance with this policy
 - iii. monitor grade distributions in subjects offered by the faculty, and
 - iv. make recommendations on faculty assessment practice to AQSC, the Executive Dean.
- c. Faculty Assessment Committees approve final grades.
- d. School Assessment Committees:
 - i. oversee assessment and awarding of grades in the school, and by partners and third parties
 - ii. ensure compliance with this policy
 - iii. recommend final grades to the Faculty Assessment Committee for approval
 - iv. receive reports on moderation of assessment, and
 - v. make recommendations on faculty assessment practice to the Deputy Dean and Faculty Assessment Committee.

(8) The terms of reference of these committees provide more detail on these responsibilities.

(9) The [Indigenous Australian Content in Courses and Subjects Policy](#) states the role of the Indigenous Board of Studies in:

- a. approving changes to assessment in designated Indigenous Australian studies subjects, and
- b. advising on design of assessment of Indigenous Australian content in other subjects.

(10) The [Course and Subject Policy](#) states the role of the Head of School in approving subject assessment changes.

Management oversight

(11) The [Course and Subject Delivery and Management Procedure](#) lists the roles responsible for academic leadership of courses and subjects.

(12) Academic leadership includes leading quality assurance of assessment and ensuring that assessment practices comply with this policy and its procedures.

Assessment design

(13) The [Course and Subject Design \(Coursework\) Procedure](#) states requirements for design of assessment within courses, including:

- a. early diagnostic and/or formative assessment tasks,
- b. constructive alignment of assessment with subject and course learning outcomes and course standards, and
- c. sequencing assessment so that students develop knowledge and skills progressively.

(14) The [Course and Subject Information Procedure](#) states requirements for assessment information in subject outlines.

(15) Changes to assessment tasks must be approved as set out in the [Course and Subject Policy](#) and [table of approval authorities](#). When assessment tasks are changed, Subject Coordinators and Heads of School will ensure that assessment in subjects continues to comply with the requirements for assessment in courses and subjects, requirements for assessment information to students, stated in the [Course and Subject Policy](#) and its supporting procedures.

(16) In designing assessment within subjects, staff will ensure the following.

- a. Assessment is criterion-referenced, so that there are no constraints on the percentage of students in a subject or class who will fail or achieve each passing grade.
- b. Assessment tasks are consistent with the total of student engagement hours for the subject points value: see the [Course and Subject Design \(Coursework\) Procedure](#).
- c. Assessment tasks with a range of marks will allow students to demonstrate their level of capability and achievement.
- d. Assessment tasks will as far as possible avoid disadvantaging students from some backgrounds or entry pathways, including:
 - i. those who identify as First Nations Australians
 - ii. those from low-income backgrounds and/or who are first in their family to attend university
 - iii. those of mature age
 - iv. those who have entered the course from alternative entry pathways such as TAFE, or
 - v. those from culturally diverse backgrounds, such as international students.
- e. Marks are not awarded merely for attendance (whether online or face to face).
- f. Assessment tasks minimise the potential for academic misconduct.

Group assessment work

(17) Academic Quality and Standards Committee will oversee the use of group assessment work to ensure that it is:

- a. used only to the extent necessary to achieve collaboration skills as a course learning outcome, and
- b. managed and supported to ensure that as far as possible students have a positive experience of group assessment work.

(18) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) states detailed requirements for group assessment work.

Hurdle assessments

(19) A subject may include a hurdle assessment where:

- a. this is necessary to ensure students can do something safely
- b. this is necessary to meet external professional accreditation or professional registration requirements
- c. the assessment is the last assessment task in a course to assess whether students have achieved a course learning outcome, or
- d. the use of the hurdle assessment is approved by the deputy dean of the teaching faculty for an other reason than those above.

Viva/oral presentations

(20) A subject may require students to be prepared, if asked, to give an oral presentation or response to the assessor (or other audience) on a particular topic or communicate relevant information from their assessment tasks. Where this is required:

- a. subject outlines must advise students of this requirement in advance
- b. students may be required individually or in groups to provide an oral presentation/response, and
- c. marks are only given for the elements of the assessment task that all students complete and no additional marks will be given for the oral presentation/response. However, a failure to give an oral presentation/response when requested or an oral presentation/response that is inadequate may be referred for investigation of academic misconduct under the [Student Misconduct Rule](#).

Conduct of assessment

(21) Staff will:

- a. give students timely, supportive feedback on assessment tasks during delivery of a subject, to enable them to improve their performance, and
- b. where a student's assessment performance suggests the need for study skills support, English language support or other types of support, refer them for support in a timely manner.

Submitted assessment work

(22) Assessors will ensure the timely return of submitted assessment work, with a mark and enough feedback for the student to understand the reasons for the mark.

(23) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) states detailed requirements for submission and return of assessment work, including:

- a. expected return times for assessment work
- b. arrangements for advising students when, in exceptional circumstances, the normal timeframes for return of assessment work cannot be met, and
- c. reporting of schools' performance in meeting expected assessment return times.

(24) The [Course and Subject Conscientious Objection Procedure](#) states the process for a student to raise a conscientious objection to a learning activity or assessment task, for example where the activity/task involves a use of animals that offends a conscientious belief held by the student.

Review of marks

(25) A student may request a review of a mark for an assessment task without fear of reprisal.

(26) The head of the teaching school or their nominee for such decisions will allocate the assessment work for which the mark is to be reviewed, to a reviewer other than the original marker.

(27) The outcome of the review of a mark may be the same mark, a higher or a lower mark. The new mark will be used to calculate the student's final grade in the subject, in place of the original mark.

(28) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) states the processes for applications for review of marks, including the conditions under which students will be charged a fee for these applications.

Failure before the end of the teaching period

(29) The head of the teaching school may decide that a student should not be permitted to finish a subject, practicum, dissertation, portfolio or project.

(30) The Head of School may make such a decision where the student has:

- a. failed to submit work
- b. submitted work of an inferior quality such that they will fail the subject no matter what quality of work they submit for the remainder of the subject, and/or no matter how they perform in a final exam, or
- c. failed a hurdle assessment in the subject, and the head of school is not willing to approve a further assessment.

(31) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) states the process for such decisions.

Failure to attend an intensive school

(32) Where a student fails to attend a compulsory intensive school without having been exempted from attending through the special consideration process, the following roles may decide that the student will be withdrawn from the subject and awarded, as relevant, a withdrawn non-submission (FNS), fail (FL) or unsatisfactory (US) grade:

- a. for a course-based intensive school, the Course Director, or
- b. for a subject-based intensive school, the head of the teaching school, on the recommendation of the Subject Coordinator.

Refusal of permission to undertake workplace learning

(33) The Executive Dean of the teaching faculty, or their nominee for such a decision, may refuse a student permission to undertake a workplace learning placement for any of the following reasons:

- a. The student has not attained an acceptable standard in meeting pre-placement requirements.
- b. The inherent requirements of the placement and/or the student's fitness for study are such that their undertaking the placement would pose a risk to others or themselves.
- c. The student's performance in a previous attempt at the workplace learning is such that the decision-maker is satisfied that the student will not be able to achieve the standard of professional practice needed to undertake the workplace learning successfully.

(34) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) states in more detail the process for decisions to refuse a student permission to undertake workplace learning.

(35) The Executive Dean of the teaching faculty, or their nominee to make such decisions, may decide to exclude the student from the course, where:

- a. the student is unable to remove the impediment to their going on workplace learning, and
- b. the workplace learning is a core requirement to complete the course.

Examinations

(36) The Director, Student Administration is responsible for timetabling and managing exams run centrally for the University in the exam period at the end of each teaching period.

(37) The [Course and Subject Delivery and Management Procedure](#) states requirements when exam periods will occur in standard sessions of the [academic calendar](#).

(38) Deliveries of courses with third parties may have non-standard academic calendars and exam periods. Students in these deliveries will be notified of their exam schedule by the process agreed with the partner.

(39) The [Academic Integrity Procedure](#) states requirements to ensure academic integrity of exams in subjects delivered with a third party.

(40) The Director, Student Administration may arrange for:

- a. an external agency to run an exam on behalf of the University, or
- b. an exam to be administered and supervised online.

(41) Where exams are administered online or by external agencies, the Director, Student Administration or delegate monitor and verify continuing compliance with this policy and the relevant [Higher Education Standards Framework \(Threshold Standards\) 2021](#) standards.

(42) A faculty may run an exam such as a practical exam during the final exam period in a session in consultation with Student Administration to avoid clashes with centrally run exams.

(43) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) states detailed requirements for:

- a. scheduling exams and production of the exam timetable
- b. preparation and dispatch of exam papers
- c. students to attend exams at specific locations, and processes for students to request a change of exam location
- d. ensuring the integrity of exams run by a faculty
- e. ensuring the integrity of exams where some students in a subject have to sit the exam at a different time from other students
- f. the student exam experience and conduct of exams
- g. materials students can and cannot have in exams
- h. referral of a student to the student misconduct process if they disrupt the exam, or exam supervisors believe they have cheated or colluded in cheating, and
- i. actions that a Head of School can take when it has been necessary, for reasons of safety, to cancel an exam or end it early.

(44) The Director, Student Administration maintains and approves detailed instructions for students and exam supervisors to ensure the integrity and smooth running of exams.

Assessment flexibility

(45) The University provides reasonable assessment flexibility to:

- a. support students to maintain their level of academic performance when they have unexpected illness, carer responsibilities or other unexpected adverse circumstances

- b. accommodate students who are living with a disability or health condition impacting their studies, so they can study on an equal basis with other students
- c. support students who are elite athletes or performers, or elite sporting personnel, to maintain their academic progress alongside their sporting or performance commitments, and
- d. support students who are Defence Force reservists to maintain their academic progress alongside their Defence Force commitments.

(46) To these ends, the University provides:

- a. reasonable adjustments to accommodate disability
- b. discretion for Subject Coordinators to provide extensions of deadlines for in-session assessment tasks, where the extension will not delay release of the student's grade
- c. special consideration, and
- d. alternative exam arrangements.

Reasonable adjustments

(47) A Subject Coordinator may provide reasonable adjustments to in-session assessment tasks for:

- a. a student living with a disability or health condition, or
- b. a student who has ongoing carer responsibilities for an immediate family member with such a disability or condition.

(48) The [Assessment Flexibility Procedure](#) states the process for a student to request reasonable adjustments and typical adjustments that may be available.

Extensions of deadlines for submission of assessment work

(49) A request for extension of the due date for an in-session assessment (without special consideration) will be approved subject to the conditions in the [Assessment Flexibility Procedure](#).

(50) Extensions of due dates may also be approved as an outcome of special consideration applications.

Special consideration

(51) Special consideration is available to support students who have:

- a. short-term illness or injury
- b. unexpected carer responsibilities
- c. unexpected employment commitments
- d. other unexpected unavoidable commitments or adverse circumstances outside their control, or
- e. unexpected exacerbation of a chronic and ongoing health issue.

(52) To be eligible for special consideration, the student must provide evidence of circumstances that:

- a. prevent them from meeting a deadline for assessment work
- b. prevent them from attending an exam, test or other assessment activity that involves attendance
- c. prevent them from attending a placement or practical learning activity on which they will be assessed later, or
- d. significantly impair their performance in an assessment task.

(53) Students who have a disability or a long-term health condition and have a study access plan (SAP) can use the

SAP as evidence to apply for special consideration related to the conditions covered by the plan. If a student requires special consideration for a condition that does not relate to their SAP, evidence for that condition needs to be submitted for the application.

(54) The relevant Subject Coordinator will decide the outcome of a student's special consideration application for:

- a. an extension of time to submit assessment work, and/or
- b. another opportunity to undertake an assessment task other than a final exam

where this will not delay the decision on the student's final grade in a subject.

(55) The head of the teaching school will decide a student's special consideration application for an extension of time to submit assessment work beyond the last day of the exam period in the relevant teaching period.

(56) Where the student is applying for special consideration in relation to a final exam, the application will be considered by the Subject Coordinator, who may recommend to the Head of School that:

- a. the student be granted a deferred exam
- b. the student be withdrawn from the subject without failing it (resulting in an approved withdrawal (AW) grade), or
- c. no action be taken and the student's exam result remain as it is.

(57) The following positions can decide whether, as an outcome of special consideration, the student may withdraw after the census date without failing the subject:

- a. for a student in a coursework course, the head of the teaching school on recommendation of the Subject Coordinator, or
- b. for a student in a higher degree by research course, the Dean, Graduate Research on the recommendation of the Sub Dean (Graduate Studies).

(58) Where a student studying a subject or course online applies for special consideration seeking an exemption from the requirement to attend a compulsory intensive school:

- a. for a subject-based intensive school, the head of the teaching school will decide the outcome on the recommendation of the Subject Coordinator, or
- b. for a course-based intensive school, the Course Director will decide the outcome.

Outcomes of special consideration applications

(59) The possible outcomes of a special consideration application are:

- a. an extension of time
- b. a deferred exam
- c. an alternative assessment task
- d. exemption from attending a compulsory intensive school in a subject or course delivered online
- e. exemption from attending a compulsory practical session in a subject delivered on campus
- f. the location or timing of a workplace learning placement is changed
- g. approved withdrawal from the subject without failure (AW – approved withdrawal grade), or
- h. the special consideration application is declined.

(60) The [Assessment Flexibility Procedure](#) states detailed requirements for special consideration eligibility, supporting

documents, applications and decisions.

Deferred examinations

(61) A deferred exam is only available as the outcome of a special consideration application.

(62) Where a student is prevented from sitting a deferred exam by circumstances outside their control, the head of the teaching school may, on the recommendation of the Subject Coordinator (who may consult the Course Director):

- a. in exceptional circumstances, grant the student a further, alternative assessment opportunity before the end of the following teaching period, or
- b. award the student an approved withdrawal (AW) grade in the subject.

(63) Where the student sits a deferred exam but is impaired in their performance in the exam by circumstances outside their control, the head of the teaching school may:

- a. grant the student an approved withdrawal
- b. award the student a grade based on their performance in the deferred exam and any other assessment they have completed, or
- c. in exceptional circumstances permit the student to complete an alternative assessment task.

(64) The [Assessment Flexibility Procedure](#) states requirements to ensure that granting a deferred exam to a student does not unfairly advantage them over other students.

Alternative exam arrangements for examinations and in-session tests

(65) The University provides alternative exam arrangements for exams and in-session tests to students who request them to accommodate a disability or health condition.

(66) The following roles may grant the types of alternative exam or test arrangements stated:

- a. A Accessibility and Inclusion Adviser (DLO) may grant an arrangement that is not a major change to the exam or test format.
- b. The head of the teaching school may grant an arrangement that is a major change to the exam or test format, in consultation with a DLO.

(67) The [Assessment Flexibility Procedure](#) provides guidance on typical adjustments to exam conditions and which of these can be approved by a DLO or must be approved by the head of the teaching school.

(68) Where a student is dissatisfied with the decision on their request for an alternative exam arrangement, they should follow the [Complaints Management Policy](#) and [Procedure](#).

(69) Contact the Accessibility and Inclusion Advisers to facilitate alternative exam arrangements.

Alternative examination arrangements for breastfeeding mothers

(70) The University provides alternative exam arrangements for breastfeeding mothers.

(71) The Examinations Office will accommodate requests for alternative exam arrangements to breastfeed, subject to the facilities available at exam venues.

Further assessment

(72) The head of the teaching school may, in consultation with the Subject Coordinator, decide to offer a student (or

students) further assessment in a subject where either:

- a. the student(s) have gained a marginal fail grade for the subject
- b. the student(s) have failed one or more hurdle assessment tasks but achieved an overall subject mark that would otherwise be a passing mark, or
- c. other exceptional circumstances apply (e.g. legislative requirements for offshore partnerships).

(73) If the Head of School decides to offer the student(s) further assessment, the Subject Coordinator will decide the form of the assessment, in consultation with the Head of School.

(74) Further assessment may take the form of an additional exam or other additional assessment task.

(75) A student who passes an additional assessment or additional examination can only receive a pass grade (PS or SY) in the subject.

(76) A Faculty Board may specify subjects in which further assessment will not be offered, and the subject outlines for these subjects will state this fact.

Grades

Grade descriptions and ranges

(77) The following grades may be used:

- a. to record a student's level of academic and/or professional achievement in a subject
- b. to provide feedback on a student's level of academic and/or professional achievement in an individual assessment task, or
- c. to record the grant of graded credit to a student in a coursework subject.

(78) The [Credit Policy](#) states the conditions on which students may be granted graded credit.

(79) The faculty board of the teaching faculty may approve higher ranges of marks for grades than those stated in this table, to be used in a course where this is required for external professional accreditation of the course. This information will be included in relevant subject outlines as per the [Course and Subject Information Procedure](#).

Grade	Description	Definition and ranges of marks
HD	High distinction	Outstanding level of achievement (mark of 85-100%)
DI	Distinction	High level of achievement (mark of 75-84%)
CR	Credit	Better than satisfactory level of achievement (mark of 65-74%)
PS	Pass	Satisfactory level of achievement (mark of 50-64%)
FL	Fail	Unsatisfactory level of achievement; must be based on assessment of at least one summative assessment task (mark of 0-49%)
FNS	Fail non-submission	Student was enrolled in the subject but was not assessed on any of the summative assessment tasks
SY	Satisfactory	Satisfactory level of achievement using satisfactory/unsatisfactory grading scale
US	Unsatisfactory	Unsatisfactory level of achievement using satisfactory/unsatisfactory grading scale; must be based on assessment of at least one summative assessment task

(80) The following grades can be used to record a student's level of academic and/or professional achievement in a research component subject for a bachelor (honours) degree.

Grade	Description	Definition
H1	Class 1	The faculty defines the standard required for this grade. It need not be the same as the class of honours awarded for the degree.
H2a	Class 2, division 1	As for H1 above
H2b	Class 2, division 2	As for H1 above
H3	Class 3	As for H1 above

(81) The following grades may be used to record that a student:

- has been granted ungraded credit towards a coursework subject, or
- has been granted graded or ungraded credit in advance, towards a coursework subject, for a subject in which they are currently enrolled or intend to enrol.

(82) The [Credit Policy](#) states the conditions on which students may be granted ungraded credit.

Grade	Description	Definition
TCR	Transfer credit	The student has been granted transfer credit for the subject.
PCR	Proficiency credit	The student has been granted proficiency credit for the subject.
FCR	Forward credit	The student has been granted forward credit for the subject. This grade will be replaced with TCR or graded credit (as relevant) once the student has passed the subject for which forward credit was approved.

(83) The Deputy Vice-Chancellor (Academic) may approve:

- [grades to record students' withdrawal from courses](#), and
- [grades used for administrative purposes](#) pending the award of a final grade in a subject.

(84) The [Assessment - Grades and Review of Grades Procedure](#) states detailed requirements for:

- rounding of overall subject marks and conversion of marks to grades, and
- confidentiality of students' grades.

Use of Satisfactory/Unsatisfactory grading scale

(85) The Satisfactory (SY)/Unsatisfactory (US) grading scale may be used in the following types of subject:

- coursework subjects that are workplace learning subjects or include workplace learning components
- coursework subjects that are industrial experience components of a course, and
- theses or other research component subjects in higher degree by research courses.

(86) The Pro Vice-Chancellor (Learning and Teaching) may approve use of this grading scale in other subjects on the recommendation of the Associate Dean (Academic) of the relevant faculty.

Moderation

(87) The teaching school will carry out moderation of marking during delivery of every coursework subject to ensure that:

- all academic staff involved in course and subject delivery and assessment have a shared understanding of

assessment and how to make assessment judgements, and

- b. subject assessment tasks are equivalent, and are marked consistently, across all locations and modes of delivery, and across multiple teaching periods.

(88) Moderation of marking will be carried out for at least one assessment task in each session's delivery of each coursework subject.

(89) The [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#) requirements for:

- a. which assessment tasks are to have their marking moderated
- b. appointment of moderators by schools, and
- c. training of moderators.

(90) The [Course and Subject Delivery and Management Procedure](#) states detailed requirements for delivery and management of workplace learning, including assessment aspects.

Approval of grades

(91) The Faculty Assessment Committee approves all final grades in subjects taught by schools of the faculty or partner institutions on behalf of the faculty, on the recommendation of the School Assessment Committee.

(92) The Head of School or (where the Head of School delegates such approvals) Associate Head of School may provisionally approve late grades, changes to grades and conversion of temporary grades to permanent grades, to expedite publication of these grades to students. Provisionally approved grades will, however, be subject to the same process for final approval as other grades, and may be changed in that process.

Release of grades

(93) Grades are grades of the University if they are notified to students on university systems with the authority of the Director, Student Administration.

(94) The [Assessment - Grades and Review of Grades Procedure](#) states detailed requirements for approval and release of grades.

(95) Students will be able to view their results online as soon as possible after:

- a. the end of the exam period, or
- b. a change to a grade.

Monitoring of grades distributions

(96) Academic Quality and Standards Committee and Faculty Boards will monitor grades distributions in subjects and courses, to ensure that grading is consistent and that unusual grades distributions can be explained satisfactorily. Academic Quality and Standards Committee will escalate issues to Academic Senate for consideration where necessary.

(97) Where the grades distribution of a course or subject has changed significantly without a satisfactory explanation, the Faculty Board or Academic Quality and Standards Committee will ask the teaching school to develop a plan to correct the grade distribution in future and report back on the implementation of the plan.

Review of grades

(98) A student may request a review of their final grade in a subject on one or more of the following grounds:

- a. The subject outline was not published by the start of the relevant teaching period.
- b. After the teaching period started, the assessment requirements stated in the subject outline were changed without consultation with students or in an unreasonable way.
- c. The assessment requirements stated in the subject outline were applied to the student unreasonably or prejudicially.
- d. A clerical error occurred in the calculation, recording or publication of the grade.
- e. The assessment requirements were unable to be met due to adverse circumstances that occurred during the teaching session and/or these were not duly and reasonably able to be considered.
- f. The student is seeking a review of the mark for a specific assessment task where the mark was received after the notification of their final subject grade.

Review of grade process

(99) Other than in the circumstances stated in clause 100, the Head of School, or nominee, will assign each review of grade request to an academic staff member to make a recommendation, as follows:

- a. A reviewer cannot be a person who decided any of the student's original marks in the subject.
- b. Where the request is in effect a request for second marking of an assessment task, it can be assigned to a single reviewer.
- c. Where the request relates to a grade for a workplace learning placement, the Head of School (or nominee) will be the reviewer, in consultation with the Associate Dean (Workplace Learning) (or equivalent).
- d. Where the request relates to a grade for a research component in a coursework course, the Head of School (or nominee) that offers the subject will be the reviewer, in consultation with:
 - i. the Sub Dean (Graduate Studies) or Course Director, and
 - ii. if the student's principal supervisor is in a different school, the head of that school.

(100) Where, however, a student has been failed in a subject before the end of the teaching period, and requests a review of the grade, the deputy dean will decide who will be the reviewer. (In such cases, the reviewer cannot be the head of school, as they will have made the original decision.)

(101) The Chair of the School Assessment Committee or Head of School will make a recommendation on the outcome of a review of grade before forwarding it to the Deputy Dean for decision. The School Assessment Committee will ratify the outcome of the review of grade at the next meeting.

(102) The Deputy Dean's decisions on review of grade outcomes will be submitted to the Faculty Assessment Committee for ratification at its next meeting.

(103) The [Assessment - Grades and Review of Grades Procedure](#) states the process for applications for review of grades.

Grade review outcomes

(104) The possible outcomes of a grade review application are that:

- a. the original grade stands
- b. another grade is awarded – this can be a higher or lower grade
- c. the student is withdrawn from the subject without failing it, receiving an AW grade, or

- d. a further assessment is needed before a final decision is made. In this case, the head of the teaching school will decide the nature and time of the further assessment, in consultation with the Subject Coordinator.

No further assessment flexibility after grade review

(105) Once a student has applied for review of a grade, no further application for special consideration or other forms of assessment flexibility will be considered.

Academic progress

(106) The academic progress requirements in this policy, and its provisions for decisions to exclude a student for unsatisfactory academic progress, apply only to students in coursework courses.

(107) The [Higher Degree by Research Policy](#) states the requirements for academic progress in higher degree by research courses.

(108) The [Student Misconduct Rule 2020](#) states:

- a. the conditions under which a student may be restricted from attending workplace learning, or suspended from attending workplace learning, to prevent or minimise risk, and
- b. the processes for such decisions and officers of the University who may make them.

Criteria for assessing students' academic progress (coursework courses)

(109) Student Administration will monitor and assess students' academic progress by the following criteria. To maintain satisfactory progress, a student is expected to:

- a. complete course requirements within the earlier of:
 - i. the maximum time for course completion stated in the [Course and Subject Design \(Coursework\) Procedure](#), or
 - ii. if the student is studying on an Australian student visa, the duration of their confirmation of enrolment
- b. pass more than 50% of their subjects (counting all subjects for which they have been awarded an achievement grade or FNS – fail non-submission) in each session of study, after they have attempted eight or more units of study in a bachelor level or higher course (or four or more units in a higher education course lower than a bachelor course).

(110) [Assessment - Academic Progress Procedure](#) sets out how the University will identify students who are not maintaining satisfactory progress as described in clause 109, and classify them in one of the following stages:

- a. Stage one: support offered. The student is informed of relevant support services.
- b. Stage two: support required. The student is informed of relevant support services and required to create an academic progress plan.
- c. Stage three: considered for exclusion. The student has an opportunity to make a written submission of reasons why they should not be excluded for sustained unsatisfactory academic progress, and to attach evidence of their circumstances. Depending on the student's record and whether they have been excluded before, any exclusion may be:
 - i. for one or more years, and
 - ii. from any award course at the University.

(111) Where a student will exceed the maximum time for course completion, they will at once be classified at, and remain at, stage three until the course is completed.

(112) Students must also perform safely and professionally in workplace learning: see the sections in this policy on:

- a. 'Refusal of permission to undertake workplace learning' (above), and
- b. 'Termination of a student's workplace learning' (below).

(113) The [Course and Subject Information Procedure](#) states requirements for informing students, when they begin study in a course, of the academic progress requirements that will apply to them.

Exclusion for unsatisfactory academic progress

(114) The Deputy Dean of the teaching faculty will decide whether to exclude a student who is at the third stage of academic progress. The Deputy Dean may decide not to exclude a student where they consider that the student will have a reasonable likelihood of success in the course.

(115) Where the Deputy Dean of the teaching faculty decides not to exclude a student, the student will be classified as at the second stage of academic progress.

Readmission after exclusion

(116) The [Admissions Procedure](#) states the conditions on which students who have been excluded for unsatisfactory academic progress can be readmitted to their course or admitted to a different course.

Research components in coursework courses

(117) The [Higher Degree by Research Policy](#) states requirements for assessment in research component subjects in higher degree by research programs.

(118) The [Research Policy](#) states requirements to ensure that research by staff and students of the University (including coursework students) is conducted ethically and responsibly.

Appointment of supervisors

(119) For each student's work for a research component subject, the Executive Dean or their nominee will appoint an appropriately qualified principal supervisor and, where relevant, one or more co-supervisors, as follows:

- a. All supervisors will:
 - i. have the level of qualification required for supervision in the course: see the [Academic Staff Qualifications and Expectations Procedure](#)
 - ii. have expertise relevant to the proposed research, and
 - iii. expect to be available to supervise the research for its likely duration.
- b. The principal supervisor of a student's research project for a bachelor (honours) course or a master by coursework and dissertation will be a research-active (according to current university criteria) academic staff member of the University.

(120) Any change of supervisor or co-supervisor must be approved by the same authority who approved the appointment of the original supervisor or co-supervisor.

(121) The Associate Dean (Academic) of the teaching faculty, in collaboration with Course Directors and/or Sub Dean (Graduate Studies) of the relevant courses, will oversee activities to ensure a high, consistent quality of supervision of students' research for research components of coursework courses.

(122) The [Assessment - Research Components of Coursework Courses Procedure](#) states:

- a. the responsibilities of supervisors, and
- b. further requirements for changes to supervisors and approval of these.

Research proposals

(123) Students in a research component subject must submit a proposal of their research, and normally cannot begin work on the research until the proposal is approved.

(124) Once approved, neither the research topic nor the methodology can be changed without the approval of the same approving authority that approved the original proposal.

(125) The [Assessment - Research Components of Coursework Courses Procedure](#) states detailed requirements for research proposals and the process for their approval.

Submission of work for examination

(126) The [Assessment - Research Components of Coursework Courses Procedure](#) states the requirements for dissertations, portfolios and project submissions.

Submission deadlines

(127) Faculties determine the submission deadlines, submission process, penalties for late submission or for going over word limits, and whether resubmission is permitted, in relation to the research components of coursework courses.

(128) Where a student is permitted to resubmit the work they submitted for examination, they cannot receive a grade higher than, as relevant, Pass or H3 (Class 3).

Appointment of examiners

(129) The Dean, Graduate Research, Executive Dean or their nominee to make such decisions will appoint two examiners to examine each student's work submitted for examination in a research component subject for a coursework course.

- a. No one who has been a supervisor of the student's research project can be an examiner of the work submitted.
- b. One or both examiners may be academic staff of the University.
- c. Examiners will have:
 - i. the level of qualification required to supervise students in the course: see the [Academic Staff Qualifications and Expectations Procedure](#), and
 - ii. expertise relevant to the research.

(130) The [Assessment - Research Components of Coursework Courses Procedure](#) sets out detailed requirements for:

- a. appointment of examiners
- b. criteria for examination of work submitted
- c. examiners' recommendations on the work submitted
- d. appointment of an arbiter when examiners' recommendations vary, and
- e. recommendation of grades.

Appeals and complaints

(131) See the [University Student Appeals Policy](#) and [University Student Appeals Procedure](#) for information about how to appeal decisions made under this policy or the supporting procedures.

(132) See the [Complaints Management Policy](#) and [Complaints Management Procedure](#) for information about how to submit a complaint to the University.

Section 3 - Procedures

(133) The following procedures support this policy and should be read alongside it:

- a. [Assessment - Conduct of Coursework Assessment and Examinations Procedure](#)
- b. [Assessment - Research Components of Coursework Courses Procedure](#)
- c. [Assessment Flexibility Procedure](#)
- d. [Assessment - Grades and Review of Grades Procedure](#)
- e. [Assessment - Academic Progress Procedure](#)

Section 4 - Guidelines

(134) Nil.

Section 5 - Glossary

(135) For the purposes of this policy, the following terms have the definitions stated:

- a. Academic integrity – as defined in the [Academic Integrity Policy](#).
- b. Academic misconduct – as defined in the [Student Misconduct Rule 2020](#).
- c. Alternative assessment – another assessment task that assesses the same learning outcomes.
- d. Alternate exam arrangement- are reasonable adjustments related to exams recommended for students with a health condition or disability and/or for breastfeeding mothers.
- e. Assessment – the process of attributing value to the outcome of a task undertaken by a student to demonstrate their achievement of skills or knowledge.
- f. Assessment quality assurance – refer to the [Academic Quality Policy](#) for the University's academic quality standards and assurance processes.
- g. Assessment task – a task set for assessment in a subject such as an essay, test, assignment, report, exam, laboratory/field/clinical work, workplace learning task, dissertation, portfolio, project, production, presentation or performance.
- h. Business days – days when the University is open; excludes weekends and other days when the University or the relevant campus of the University is closed.
- i. Constructive alignment – an approach to course and subject design whereby course learning outcomes are demonstrably constructed from subject learning outcomes, which are demonstrably constructed from the subject learning activities and measured by the assessment tasks.
- j. Course Director – includes both the role titled 'Course Director' and the role titled 'Course Coordinator' where this title is still used.
- k. Coursework course – as defined in the policy library glossary.
- l. Coursework subject – as defined in the policy library glossary.
- m. Criterion-referenced assessment – uses predetermined criteria and performance standards in assessment rather than referring to other students' achievement and/or a scaled distribution of marks/grades.
- n. Disability – as defined in the [Disability Discrimination Act 1992](#) (Cth).
- o. Elite athlete or performer – as defined in the policy library glossary.

- p. Formative assessment – an assessment task on which students receive feedback as to how they can improve their work, and which does not contribute to their final grade in the subject.
- q. Grade - as defined in the policy library glossary.
- r. Grades distribution – the distribution of percentages of each grade in a grading scale, across the total number of grades awarded in a subject, course, discipline, academic unit or the University as a whole, in a given session or period of time.
- s. Group assessment work – an assessment task requiring a group of students to work collaboratively to produce the work that will be assessed.
- t. Higher degree by research (HDR) course – as defined in the policy library glossary.
- u. Honours component subjects – the subjects in an integrated bachelor (honours) degree that are considered part of the bachelor (honours) degree that has been integrated into the course.
- v. Hurdle assessment – an assessment that students must pass or in which they must gain at least a specified result, to pass the subject.
- w. In-session assessment – assessment work where the due date is before the end of the session/teaching period or, where the session/teaching period includes an exam period, before the beginning of the exam period.
- x. Intensive school – as defined in the policy library glossary. Also:
 - i. Course-based intensive school – where the intensive school is not part of the assessment for a subject but is required for completion of the course.
 - ii. Subject-based intensive school- where the intensive school is part of the assessment requirements for a subject, or attending it is a requirement to pass the subject.
- y. Marginal fail – an overall mark in a subject of 45, 46, 47, 48 or 49.
- z. Moderation – comprises activities to control assessment, assure its quality and review it, to ensure:
 - i. consistency, comparability, appropriateness and fairness of assessment judgements
 - ii. validity and reliability of assessment tasks, criteria and standards, and that
 - iii. assessment tasks are credibly capable of valid assessment of the learning outcomes.
- aa. Pre-elite athlete – see Elite athlete or performer.
- ab. Research component – as defined in the policy library glossary.
- ac. Study access plan – a plan that outlines the recommended reasonable adjustments for an individual student in consideration of the student's health condition or disability, as well as the course requirements.
- ad. Subject Coordinator – includes both the role titled 'Subject Coordinator' and the role titled 'Subject Convener'.
- ae. Summative assessment – an assessment task the mark for which contributes to the final grade in a subject.
- af. Teaching faculty – the faculty to which the teaching school belongs, or that manages the course in question.
- ag. Teaching school – the school that teaches the subject in question.
- ah. Teaching period – as defined in the policy library glossary.

Status and Details

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Glossary Terms and Definitions

"Coursework course" - a course leading to an award/qualification recognised by the Australian Qualifications Framework that is not classified as a higher degree by research.

"Grade" - a series of two or three letters recording a student's final overall result in a subject, or an interim administrative status until a final overall result is decided.

"Higher degree by research (HDR) course" - means a course leading to a qualification at Australian Qualifications Framework level 9 or level 10 in which a research component makes up 66% or more of the course volume of learning. Higher degree by research courses lead to the award of a master by research, professional doctorate or doctor of philosophy.

"Teaching period" - each formal period of study during which a subject is delivered, including sessions, terms, micro-sessions, year-long periods and ADPP periods.

"Coursework subject" - a subject on a specified topic for which students engage with text, learning materials and/or resources, and complete assessment tasks, not a research component.

"Elite athlete or performer" - includes anyone who has been registered by the University as an elite athlete, pre-elite athlete, elite sports support person or elite performer, which are defined as follows: Elite athlete – a person competing at the highest level of their sport, either as a national representative or as a professional sports person. To be considered an elite athlete, a person will normally have been recognised as such by a national sporting body or professional sports organisation. Pre-elite athlete – a person who has been recognised by a regional academy or state or national sporting organisation for their potential to attain high honours in their sport, and has been placed in the academy's or organisation's program to develop this potential. Elite sports support person – a referee, coach, official or someone in another support role, working at the national representative level of a sport or in a professional sports organisation, with travel and training commitments similar to those of an elite athlete. Elite performer – someone who has performed in extensive or significant productions or performances at a state, national or international level.

"Intensive school" - a learning activity or set of learning activities, held online, on campus or at a non-campus physical location, for students enrolled to study a course or subject online. Intensive schools may be delivered in a condensed timetable, and may be compulsory or non-compulsory. This may also be referred to as a residential school in some policies or other materials such as handbooks or subject outlines. The term 'residential school' will be phased out by March 2023.

"Research component" - one or more subjects for a higher degree by research course, a master by coursework and dissertation, or a bachelor (honours) course, in which students undertake a substantial piece of research involving a thesis, dissertation, portfolio or project.