

**Procedure Title: Assessment Procedure**

**Procedure Owner: Deputy Vice-Chancellor (Education)**

**This procedure supports the University to operationalise the Course Design Policy and must be complied with.**

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## 1. INTENT

The purpose of this procedure is to assist Staff in designing and implementing Assessments within Assessment Units in order to evaluate Students' Course progress, as required by the Course Design Policy.

This procedure also provides information to Students on Assessment design, grading and variations to Assessment.

## 2. ORGANISATIONAL SCOPE

This procedure applies to all Assessment Units and Courses, except VET Units and Thesis Units.

Academic Board must approve any major amendments to these procedures (i.e. those changes that change the overall intent of one or more sections of these procedures). The Procedure Owner may approve minor amendments and updates to these procedures.

## 3. DEFINITIONS

The [University Glossary](#) and the following definitions apply to this procedure. However, to the extent of any inconsistency, definitions in this procedure are paramount:

Term:	Definition:
Assessment	A process of gathering and interpreting evidence of a Student's development in relation to Course Learning Outcomes, supporting both learning and academic

Term:	Definition:
	decision-making. It may draw on diverse forms of evidence produced throughout the course.
Assessment Panel	A School based committee responsible for conducting Assessment, determining Student progression, and providing individualised feedback.
Assessment Period	A prescribed period determined by the Director, Student Administration during which Assessments in Assessment Units will occur.
Assessment Unit	A Unit to assess the integration and application of learning from the Units at the Course Stage, to assess Student learning against the CLOs.
Benchmarked Standards	Standards that have been confirmed through external referencing to assure the quality and validity of Assessments and grading.
CLO (or Course Learning Outcome)	A statement of what a Student will be expected to know, the skills they will be expected to learn, the dispositions they will be expected to cultivate, and the level at which they will be expected to demonstrate those at completion of the Course.
Course Level	The phase in which CLOs are <i>introduced</i> , <i>consolidated</i> , and <i>demonstrated</i> . In an Undergraduate Course, Course Levels are typically synonymous with year levels; in a Postgraduate Course, Course Levels are more synonymous with Teaching Periods.
Course Stage	Components of Course Levels which usually comprise 60 Credit Points. Course Stages may not be designed progressively, but together provide all the required learning experiences for Students to develop and achieve the CLOs at the respective Course Level.
Deferred Assessment	An Assessment approved to be undertaken in lieu or a standard Assessment, in accordance with this procedure.
Fair Assessment	Assessment that is equitable, unbiased, and just for all participants. It ensures that every Student is given an equivalent opportunity to demonstrate their capabilities without being disadvantaged by factors unrelated to what is being assessed.
Learning Access Plan	A written plan, designed to assist a Student to achieve their Unit and Course Learning Outcomes, which outlines the type and level of support, variation to Assessment, or other adjustments, that the University will provide to a

Term:	Definition:
	Student in relation to a verifiable physical or psychological disability, injury or condition (which may be permanent, temporary or episodic in nature) to themselves or to an immediate family member (or equivalent) or person in their direct care.
LMS	The University's Learning Management System.
Modified Assessment	An alternative Assessment arrangement that may be provided to Students.
OESS	Online Examination Submission System.
Programmatic Learning	A structured, longitudinal approach to curriculum design in which Learning Activities, feedback, and Assessment are systematically integrated across the duration of a Course.
Reliable Assessment	Refers to the consistency and stability of Assessment results, for example, over time, across different markers, locations, Units, providers and Courses.
Special Consideration	Means an adjustment that may be applied to a Unit result or an Assessment where Exceptional Circumstances exist.
Student Identity Verification (SIV)	A University system or process which verifies that an Assessment has been completed by the Student who submitted it.
Valid Assessment	The extent to which an Assessment accurately measures what it is intended to measure.

## 4. PROCEDURE CONTENT

### Overview

- 4.1. This section 4 applies to Courses accredited or re-accredited on or after 1 July 2026, unless otherwise approved by the Deputy Vice-Chancellor (Education).
- 4.2. Attachment 1, titled "Assessment, Examination and Moderation Procedures", applies if paragraph 4.1 does not apply.

### Assessments

- 4.3. To enable comprehensive and holistic Assessment and showcasing of a Student's capabilities, Assessments must assemble and integrate evidence from Learning Activities across Course sub-structures that include Course Stages, Levels, Minors and Majors. Assessment Units will build upon Capabilities developed in Learning Units and build upon feedback opportunities that have been given.

- 4.4. Mechanisms for observing and assessing Student achievement must be based on Fair Assessment, Reliable Assessment, and Valid Assessment, consistent with the CLOs being assessed and capable of confirming progressive development of all specified learning outcomes.
- 4.5. Assessments must have equivalent complexity or cognitive demand and assess the same CLOs across all locations and Learning Modes. Equivalence does not require teaching and Assessment to be identical. When adapting Assessment for different locations and Learning Modes, Course and Unit Coordinators must consider the varying facilities, engagement, and collaboration opportunities available to different cohorts to ensure Fair Assessment and Reliable Assessment. The relevant Course and Unit Coordinator must authorise any contextual adaptations, which will need to be specified in Unit outlines.

### **Assessment Panels**

- 4.6. Each School must have an Assessment Panel comprising Teaching Staff from the Course Stage, and other Staff as determined by the Executive Dean of the School (e.g. Course Coordinator) and have oversight by the Associate Dean (Teaching and Learning). The Assessment Panel will have sufficient subject matter expertise relevant to the Course.
- 4.7. Where Student performance is assessed across different locations, Schools, providers or Courses, the Course Coordinator(s) must be included in the Assessment Panel.
- 4.8. The Assessment Panel is to holistically evaluate a combined selection of evidence in order to confirm a Student's progression and completion with reference to the CLOs.
- 4.9. The Assessment Panel may conduct an informal viva with a Student where they deem it necessary for Student Identity Verification or to verify CLO progress and achievement.
- 4.10. The Assessment Panel will provide each Student with feedback on Assessments, describing their progression towards achievement of the CLOs and providing advice about how to best approach their learning throughout the remainder of their Course.
- 4.11. Consistent with a criterion and standards referenced approach, where grades are provided, the allocation of a grade must reflect the level of Student attainment in relation to Benchmarked Standards. Any scaling of marks must be justifiable by reference to Benchmarked Standards and endorsed by the Deputy Vice-Chancellor (Education).
- 4.12. Consensus moderation must be employed by Assessment Panels to ensure reliable judgements in relation to Benchmarked Standards during all phases of the Assessment cycle.

### **Assessment Processes**

#### Design

- 4.13. Assessment must:
  - a. be developmentally appropriate to the Course Level;

- b. be in an appropriate format and genre for Students to demonstrate achievement in relation to the CLOs being assessed;
  - c. be capable of generating relevant and timely feedback that offers insights into the Students' performance and areas of improvement in relation to the specific CLOs; and
  - d. mitigate foreseeable risks to academic integrity.
- 4.14. Each Course must have a range of relevant and increasingly authentic Assessment types appropriate to the discipline to evaluate different aspects of the CLOs and provide a comprehensive understanding of the Student's Capabilities.
- 4.15. Assessment Units must culminate in one summative Assessment being undertaken. With approval of the Deputy Vice-Chancellor (Education), an Assessment Unit can have more than one summative Assessment, which may occur outside of the Assessment Period.
- 4.16. For Assessment purposes, CLOs in an Assessment Unit must be equally weighted.

#### Electronic submission and return of Assessments

- 4.17. Assessments must be submitted in accordance with the relevant Unit Outline, unless authorised by the relevant Associate Dean (Teaching and Learning).
- 4.18. Marked Assessments must be returned to the Student in a manner that protects the confidentiality of the mark and the Student's work. The default mode of Assessment submission and return will be through the LMS, except for work completed in class.
- 4.19. Course/Unit Coordinators are responsible for storing and de-identifying samples of completed Assessments across a range of grades for moderation and quality assurance purposes.

#### Examinations

- 4.20. Examinations may occur as a form of Assessment in an Assessment Unit. Examinations are conducted by the Student Administration Directorate on behalf of Schools during specified Assessment Periods.
- 4.21. Use of Examinations must take a whole-of-Course approach, recognising both their utility for assessing knowledge and their limitations for assessing a full range of CLOs and Capabilities.
- 4.22. An Examination cannot be used to assess all CLOs at a Course Stage.
- 4.23. An Examination must be based on the CLOs and content described in the approved Unit Outline, which is contained in CAPS.
- 4.24. The Unit Coordinator must advise Students in writing, where practicable, using a template in the LMS, of the Examination structure, conditions and requirements, including permitted materials. The Unit Coordinator may provide Students with sample questions and answers.

- 4.25. Where the Examination is “open-book”, the Unit Coordinator will ensure all required resources are freely accessible to Students.
- 4.26. All Examination papers must differ from any Examination paper previously used in that Course.
- 4.27. All Examination papers must be securely prepared, approved, and submitted using OESS to the Student Administration Directorate by the date published by the Director Student Administration.
- 4.28. All Examination papers (including for Deferred Examinations) must be submitted at the same time. An alternate Deferred Examination and an Examination paper that could be used for a Supplementary Assessment must be submitted at the same time. The alternate Deferred Examination and the Supplementary Assessment Examination paper may be the same as each other, with different title pages.
- 4.29. All Examination papers must be reviewed by a co-examiner recorded in the OESS. Where a co-examiner is not available in a particular discipline or field, an appropriate co-examiner will be nominated by the Associate Dean (Teaching and Learning) to review the paper, including for suitability, readability and clarity.
- 4.30. All examiners and co-examiners must declare that an Examination complies with these procedures.
- 4.31. Examination papers must not be available to Students before the Examination. Staff access to Examination papers will be limited to the examiner and approving Staff.
- 4.32. All used and unused Examination papers must be returned to the examiner for secure disposal. Examination scripts remain University property and will be kept and disposed of in accordance with the University’s record keeping practices and the Western Australian University Sector Disposal Authority SD2011011.

#### *Responsibilities*

- 4.33. The Associate Dean (Teaching and Learning) is responsible for ensuring that the preparation, submission and approval of Examination papers is carried out in accordance with these procedures. The Associate Dean (Teaching and Learning) will ensure that:
  - a. Unit Coordinator details are accurate in CAPS before the submission period;
  - b. all academic Staff are familiar with the OESS and these procedures; and
  - c. examiners and co-examiners are familiar with their responsibilities outlined below, to ensure that Examination papers endorsed by appropriate co-examiners are submitted to the Student Administration Directorate via the OESS within the relevant timeframes.
- 4.34. The Examiner is responsible for:
  - a. consulting, where appropriate, with other members of academic Staff who teach in the Teaching Period, before preparing the Examination paper;
  - b. ensuring that each Examination paper complies with the Course Design Policy and this Assessment Procedure;

- c. preparing, writing and uploading the Examination papers into OESS;
  - d. nominating an appropriate co-examiner and entering the co-examiner details into OESS;
  - e. forwarding the Examination papers via OESS to the co-examiner for review and endorsement;
  - f. if an Examination paper is not endorsed by the co-examiner, consulting with that co-examiner and reperforming any updated Examination papers via OESS;
  - g. providing all Students in a Teaching Period with the same written information about the format and nature of the Assessment Unit's Examination paper(s) through the LMS;
  - h. advising all relevant Staff that they must only provide further information to Students that the Unit Coordinator has approved; and
  - i. ensuring that Examinations are submitted (after review by co-examiners) in accordance with the published Examination submission dates.
- 4.35. The co-examiner is responsible for reviewing in a timely manner each Examination paper forwarded from a Unit Coordinator, and either:
- a. declaring that the Examination paper complies with Examination requirements contained within the Course Design Policy, and endorsing the Examination paper for use; or
  - b. returning the Examination paper via the OESS to the Examiner, informing them that the Examination paper is "not endorsed" and explaining the reasons for the rejection.
- 4.36. The Student Administration Directorate is responsible for:
- a. receiving endorsed Examination papers submitted via OESS;
  - b. returning papers to the Examiner via OESS if there is a concern about the quality or format of the papers;
  - c. ensuring that all Examination papers are forwarded for printing under secure conditions;
  - d. providing secure storage for all Examination papers before Examination dates;
  - e. transferring completed and unused Examination papers and Students' Examination scripts to a nominated campus or location; and
  - f. providing secure storage of completed and unused Examination papers and Students' Examination scripts until they are collected by academic Staff for marking.

## Results

- 4.37. Feedback, marks and associated grades (as relevant) must be provided to Students within 14 calendar days after the conduct of an Assessment, or conclusion of the relevant Assessment Period, whichever is the later. However:
- a. wherever practicable, Students should receive feedback prior to undertaking a Supplementary Assessment;
  - b. in the case of Examinations, feedback must be provided within 14 calendar days after the conclusion of the conclusion of Deferred Examination offerings;
  - c. an Associate Dean (Teaching and Learning) may approve an additional 7 calendar days to accommodate large classes or large marking loads - Students must be advised in writing by the Unit Coordinator of the approved increased turnaround period;
  - d. feedback, marks and associated grades (as required) for Central Examinations can be withheld until after Unit results are released.

### Variation to Assessment

- 4.38. Students are expected to complete the requirements specified in the published outline for the Assessment Unit by the relevant due dates. A variation to an Assessment (Modified Assessments; global extensions; and Deferred Assessments) may be allowed as set out below, or as determined by the Deputy Vice-Chancellor (Education). Where an Assessment is not completed, and no variation to Assessment is given, the Student must be awarded a mark of fail for a non-graded Assessment or zero for graded Assessment.
- 4.39. Where no variation to an Assessment is available (e.g. due to Course professional accreditation, or placement/practicum requirements), the Unit Outline must clearly state this.
- 4.40. Subject to this paragraph, an Assessment specified in the Unit Outline must not be changed. Where the Course/Unit Coordinator determines a change is necessary, this must be approved by the relevant Associate Dean (Teaching and Learning) having due regard to business processes and any applicable compliance requirements (e.g. professional accreditation requirements). Any proposed change may only be implemented following Student consultation. Students must be given at least 7 calendar days to comment on a proposed change. The Course/Unit Coordinator must notify all Students of any changes made and approved, with as much notice as practicable.

### Modified Assessments

- 4.41. A Course Coordinator, may allow a Modified Assessment:
- where it is in accordance with a Student's Learning Access Plan; or
  - following consultation with the Unit Coordinator, where the Course Coordinator determines there are Exceptional Circumstances.
- 4.42. In determining whether it is reasonable to make an adjustment or allow a Modified Assessment, a Course Coordinator must consider the Student's circumstances, the nature of the Unit and Course and the Assessment, the effect of the modification on the Student and other Students and Staff, the costs (including administrative burdens) and benefits of making the adjustment, the integrity of the Assessment and Course, and any other relevant factors.
- 4.43. A Student who is dissatisfied with the decision may request (in writing and providing reasons) that the Associate Dean (Teaching and Learning) review, and where justified, remake the decision. A request for review must be made within 7 calendar days and may only be made on one or more of the following grounds:
- the decision was affected by discrimination, prejudice, or bias;
  - a process was not duly carried out in accordance with these procedures; or
  - the decision was made contrary to the evidence provided.
- 4.44. A permitted Modified Assessment must:
- assess the same Capabilities that the original Assessment was intended to assess, aligned to the relevant CLOs;



- b. not adversely impact on the performance or assessment of other Students (such as in group work situations);
  - c. be consistent with the Assessment criteria;
  - d. consider volume of assessment requirements; and
  - e. be consistent with professional and accreditation standards.
- 4.45. During their Course, a Student's need for Modified Assessments, and the reasonable adjustments required to be made by the University, may change. The University and the Student are responsible for reviewing the Student's needs over time and adjusting Modified Assessments where required.
- 4.46. Students who have English as a second language are normally permitted to use a bilingual paper-based word-for-word translation dictionary, with no descriptions or pictures, in all invigilated assessments, including Examinations. However, a Unit Coordinator may advise Students (via the Examination structure, conditions and requirements) where a bilingual dictionary is not permitted in an Assessment.
- 4.47. A Deputy Vice-Chancellor (Education) may defer the time of an Assessment for a distinctive group of Students where there has been a significant system failure (e.g. in relation to the electronic submission of assignments) or a catastrophic event (e.g. natural disaster) that may affect a large number of Students. Students who have already completed an Assessment before a global extension of time is granted will not have an automatic right to reperform their work.

#### Deferred Assessments

- 4.48. A Student may apply for a Deferred Assessment in writing using any applicable Prescribed Process to the:
  - a. Director, Student Administration for Examinations; or
  - b. Unit Coordinator for all other assessments.
- 4.49. The application must be made no later than 3 days after completion of the Assessment Period or such date as the Associate Dean (Teaching and Learning) or Director, Student Administration may determine having regard to any Exceptional Circumstances.
- 4.50. A Deferred Assessment may only be approved where Exceptional Circumstances exist (as determined by the Director, Student Administration or Associate Dean (Teaching and Learning)). Typically, only one deferral of an Assessment will be allowed. A Student's application must set out the grounds on which deferral is sought and provide sufficient written material and documented evidence to support the application.
- 4.51. An application for a Deferred Assessment may be rejected where there is reason to believe that a Student is seeking to achieve an unfair advantage, having regard to the particular circumstances of the Student's application, the Student's history of Deferred Assessment applications (and the reasons for such applications), and any other relevant circumstances.

- 4.52. If an application for a Deferred Assessment is approved, the Director, Student Administration or Unit Coordinator (as applicable) will determine a date for the Deferred Assessment.
- 4.53. A Deferred Assessment (other than an Examination) will normally be held before the end of the Assessment Period. A Deferred Assessment which is an Examination, may be held in the next available scheduled Assessment Period.
- 4.54. A Student who is unable to attend a Deferred Assessment will normally not receive a further opportunity to undertake the Assessment, unless there are Exceptional Circumstances as determined by the Director, Student Administration (for central examinations) or the relevant Associate Dean (Teaching and Learning), and it is reasonably practicable to accommodate the request. Any such request must be in writing (using the applicable Prescribed Process), with sufficient documentary evidence to support the application.
- 4.55. A Deferred Assessment must have the same structure as the original Assessment.
- 4.56. A Student cannot under any circumstance defer an Assessment that has been offered as a Supplementary Assessment.
- 4.57. The Student's result in the Deferred Assessment must have the same effect as if the Student had completed the original Assessment, and a full range of marks and grades must be available.
- 4.58. A refusal to grant a Deferred Assessment is appealable to the Student Appeals Committee, in accordance with the [Admission, Enrolment and Academic Progress Rules](#).

## Failed Assessment

### Additional Evidence Required for a Panel Decision

- 4.59. Subject to paragraphs 4.60 - 4.63, if a Student's evidence of achievement in an Assessment is insufficient to reach a pass mark, the Assessment Panel will invite the Student to provide additional evidence either by reperforming part or all of the Assessment (other than an Examination, and only where minor reperformance is required to meet Assessment requirements) or otherwise by inviting the Student to undertake a Supplementary Assessment (including Examinations), where:
  - a. it does not impact professional accreditation requirements;
  - b. the Student has satisfied any compulsory attendance requirements for the Assessment Unit;
  - c. the Student has submitted all Learning Activities in the Assessment Unit;
  - d. the Student has passed all Mandatory Learning Activities in the Assessment Unit;
  - e. and the Student has not committed an act of Academic Misconduct within the Teaching Period or Assessment process; and
  - f. the Student has successfully achieved 75% or more of the relevant CLOs in the applicable Course Stage, inclusive of any Assessment in an Assessment Unit completed as at the end of the relevant Teaching Period.

- 4.60. A decision on granting a reperformance or Supplementary Assessment must be deferred until the completion of any ongoing investigation and appeal involving the Student relating to Academic Misconduct which may affect the Student's result in the Unit.
- 4.61. Information for Students must clearly state where a reperformance or Supplementary Assessment are not permissible due to professional accreditation requirements.
- 4.62. A Student is entitled to one opportunity per Assessment Unit to reperform part or all of an Assessment or undertake a Supplementary Assessment.
- 4.63. A Student who is granted a reperformance or Supplementary Assessment must be provided comprehensive individualised feedback on their Assessment which the Student must address in their reperformance or Supplementary Assessment. The outcomes of the reperformance or Supplementary Assessment will consider the degree to which the Student was capable of addressing the Assessment Feedback provided by the Assessment Panel.

#### Reperformances (not applicable to Examinations)

- 4.64. Students will have no more than 7 calendar days to reperform their Assessment.
- 4.65. A reperformance may take a different form (for example, a viva voce instead of a written task) at the Unit Coordinator's discretion.
- 4.66. If the reperformed Assessment is a graded Assessment, then for each relevant CLO that requires additional evidence, the maximum mark a Student may receive for the relevant CLO in the reperformed Assessment, will be 50% of the total marks available for the relevant CLO. In an Assessment where no numerical mark is awarded, the reperformed task may be awarded an undifferentiated Pass or Fail. The result of a reperformed Assessment result will prevail over the Student's original result, irrespective of whether it is higher or lower than the original mark.

#### Supplementary Assessments (including supplementary Examinations)

- 4.67. A Supplementary Assessment must be different to the original Assessment but it will:
  - a. assess the same Capabilities that the original Assessment was intended to assess; and
  - b. be consistent with the assessment criteria and standards stated in the Unit outline.
- 4.68. A Supplementary Assessment that is an Examination will normally be held in the next available Assessment Period. Any other form of Supplementary Assessment will be due within four weeks of the publication of the Student's original mark for the Assessment.
- 4.69. Where a Supplementary Assessment is undertaken by a Student, and the Student:
  - a. passes the Supplementary Assessment, the grade PS for the assessment will be substituted for the original grade, and if a graded assessment,
    - i. where the original grade was F, the Student will be assigned a percentage of 50 (where applicable); and
    - ii. where the original grade was FI, the Student will be assigned the original numerical assessment;

- b. fails the Supplementary Assessment, the Student will fail the Assessment, the grade FS will be recorded, and the Student will retain their original numerical Assessment (where applicable).

#### Special Consideration

- 4.70. The University may allow Special Consideration in respect of a final Unit grade where, during the relevant Teaching Period, a Student's academic achievement was affected by Exceptional Circumstances.
- 4.71. An application for Special Consideration must be lodged (using any Prescribed Process) within 7 calendar days of the later of:
  - a. a Student's final Examination date; or
  - b. the deadline for submission of the final Assessment in the relevant Assessment Unit.
- 4.72. A late application may be considered if the Student can demonstrate that their Exceptional Circumstances also prevented the Student from lodging the application within time. An application will not be considered in any event if it is lodged after the Student's Unit results have been released.
- 4.73. A Student's application must set out the grounds on which Special Consideration is sought, providing sufficient written material and documented evidence to support the application.
- 4.74. To be eligible to receive Special Consideration, a Student must:
  - a. be able to demonstrate (with relevant evidence) that Exceptional Circumstances existed during the Teaching Period; and
  - b. not have completed a reperformance or Supplementary Assessment for the Unit.
- 4.75. The relevant Unit Coordinator must assess the application, and make a recommendation to the relevant Associate Dean (Teaching and Learning) who will decide whether:
  - a. Special Consideration is granted; and
  - b. if so, the appropriate form of Special Consideration.
- 4.76. Special Consideration may be refused if the Associate Dean (Teaching and Learning) has reason to believe that a Student is seeking to achieve an unfair advantage, having regard to the particular circumstances of the Student's application, the Student's history of Special Consideration applications, and any other relevant circumstances.
- 4.77. If Special Consideration is granted, the Associate Dean (Teaching and Learning) may do one or more of the following:
  - a. make a reasonable adjustment when determining the Student's final Unit Grade or numerical mark; and
  - b. allow a Student to submit an alternative or replacement Assessment by a nominated date (including the use of a viva voce Assessment in lieu of a written task) – the Student's mark for the alternative or replacement Assessment will replace the original Assessment.

- 4.78. The Associate Dean (Teaching and Learning)'s decision regarding Special Consideration is final.

#### Lost Assessments

- 4.79. Where reasonable grounds exist to suggest that a Student has correctly submitted an Assessment, but the Assessment cannot be located by the University and no unedited copy is available, an Associate Dean (Teaching and Learning) may offer the Student the option of reperforming the Assessment or performing a Supplementary Assessment within a reasonable period.

#### Release of Results

- 4.80. Students will be informed of their results for their Assessment following the completion of post-Assessment Moderation.

### **Appeals**

- 4.81. In addition to any review mechanisms set out in these procedures, Students have the right to appeal in accordance with the [Admission, Enrolment and Academic Progress Rules](#).

### **Grading Schema**

- 4.82. For all Units, Unit Coordinators must submit proposed results via the Marks Recording System by the nominated submission deadline. Proposed results must reflect the level of Student attainment in relation to Benchmarked Standards.
- 4.83. The Assessment Panel will, for each Student, approve a final Grade consistent with Grading Schema 1 or Grading Schema 2, as set out in the [Admission, Enrolment and Academic Progress Rules](#).

## **5. ACCOUNTABILITIES AND RESPONSIBILITIES**

The Procedures Owner is Deputy Vice-Chancellor (Education) and has overall responsibility for the content of these procedures and their operation.

The Director, Centre for Learning and Teaching is responsible for currency of information and provision of advice relating to these procedures.

## **6. RELATED DOCUMENTS**

### **Statutes and Rules**

[Academic Misconduct Rules \(Students\)](#)

[Admission, Enrolment and Academic Progress Rules](#)

## Policies

[Course Design Policy](#)

## 7. CONTACT INFORMATION

For queries relating to this document please contact:

Procedure Owner	Deputy Vice-Chancellor (Education)
All Enquiries Contact	Director, Centre for Learning and Teaching
Telephone:	08 6304 5306
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## 8. APPROVAL HISTORY

Procedure approved by:	Deputy Vice-Chancellor (Education)
Date procedure first approved:	June 2025
Date last modified:	June 2025
Revision history:	Procedure created to support the Course Design Policy [PL282].
Next revision due:	December 2028

## Attachment 1: Assessment, Examination and Moderation Procedures

### Ensuring effectiveness of assessment

- 1.1. Effective assessment comprises Valid Assessment, Reliable Assessment and Fair Assessment. Effective assessment design must include consideration of the following key elements in order to certify achievement:
- a. **Learning Outcomes** - Learning Outcomes must be Valid, measurable, and aligned to the purpose of the Course and/or Unit.
  - b. **Assessment Type** - Assessment Types (selected in CAPS) must be an appropriate format and genre for Students to demonstrate achievement in relation to the Learning Outcomes being assessed. Generally, a variety of Assessment Types will be required across a Course to ensure all Learning Outcomes are assessed.
  - c. **Assessment Task** - Assessment Tasks must be developmentally appropriate to the stage of the Course, be conceived in meaningful relationship to each other and to assessment in related Units, and must clearly describe what Students are required to do.
  - d. **Evaluation/marking system** - Marking criteria must be explicitly aligned with Learning Outcomes being assessed and must align with Benchmarked Standards of performance.
  - e. **Moderation** - Moderation procedures must ensure Reliable judgement in relation to Benchmarked Standards during all phases of the assessment cycle.
  - f. **Student Identity Verification** - The identity of the Student completing the task (authorship) must be able to be verified.

### Information for Students

- 1.2. The assessment regime, including Assessment Types and weighting, as listed in CAPS and as shown in the Unit outline for that Teaching Period, cannot be varied after the CAPS publication deadline.
- 1.3. Assessment information for Students must be detailed in a designated location in the Learning Management System (LMS) and include details of:
- a. the Assessment Type;
  - b. the Assessment Task requirements;
  - c. the relevant Learning Outcome(s);
  - d. the weighting;
  - e. the due date and time (and penalties for late submission – see 1);
  - f. the marking criteria and standards or rubric;

- g. whether the task is to be completed individually or in a group; and
- h. exemplars and examples of requirements as appropriate.

1.4. At the commencement of the Unit, Students are to be given information about:

- a. academic integrity at the University, including the University's Academic Integrity Policy, Academic Misconduct Rules (Students) and available Student resources;
- b. any Mandatory Assessment Tasks or other mandatory requirements to pass the Unit;
- c. where possible, any form of Variation to Assessment (see 4.47 - 4.95) that will be unavailable for the Unit;
- d. activities where participation will be assessed; and
- e. the dates for School Examinations that are not part of the Central Examination timetable.

### Components of Assessment

- 1.5. Course Coordinators will identify performance criteria and standards for each Course Learning Outcome and ensure Assessment Tasks within Units provide evidence for the progressive attainment of Course Learning Outcomes.
- 1.6. A variety of Assessment Types appropriate to the discipline must be used across a Course, including Assessment Types that assess written and oral communication.
- 1.7. The selection of Assessment Types across a Course must assist the University to assure compliance with its [Academic Misconduct Rules \(Students\)](#), including Student Identity Verification.
  - a. Such assessments may include vivas, work completed in class, reflection on practicum, performances, etc.
  - b. Summative online tests and quizzes are not a permitted form of assessment.
  - c. Any exemptions to 4.7.b must be approved by the Deputy Vice-Chancellor (Education) and must utilise University approved online invigilation tools.
- 1.8. Assessment Tasks must be authentic, requiring Students to use the same combinations of knowledge, skills and attitudes that they would need to apply in relevant work or life situations.
- 1.9. Cumulative assessment, where a Student builds from early work to later work, is encouraged at the Course and Unit level. This could include, for example, a portfolio task started in first year and expanded in second year, or scaffolded assessment where a draft is followed by a final task within the same Unit, with the latter demonstrating a response to earlier Feedback.
- 1.10. Assessment Tasks within each Unit must elicit appropriate and adequate evidence consistent with the stated Unit Learning Outcomes. Informal vivas may be conducted as part of an



assessment task, where staff require further information to confirm the learning outcomes have been met.

- 1.11. No single Assessment Task may count for more than 60% of the final mark for the Unit, with the exception of Assessment Tasks that have significant project-based elements, Work Integrated Learning, or other components that justify a higher percentage. Any Assessment Task counting for more than 60% must have prior approval of the relevant Associate Dean (Teaching and Learning).
- 1.12. A Mandatory Assessment Task in any Unit must be clearly specified in the Unit Outline and appropriately weighted (typically at least 20% of the final Unit mark). Any Mandatory Assessment Task must not be a group task unless approved by the relevant Associate Dean (Teaching and Learning) and unless individual achievement can be ascertained.
- 1.13. Any Time-Sensitive Assessment Task must be clearly specified in the Unit Outline. A Time-Sensitive Assessment Task that is submitted late will be given a mark of 0, unless Special Consideration is given. An extension of time will not be available for a Time-Sensitive Assessment Task. Where Special Consideration is given, the Student may be asked to complete an alternative and equivalent Assessment Task.
- 1.14. Dissertations, or other large forms of assessment (e.g. whole of semester design or inquiry-based projects that incorporate a 'proposal' element), are considered to be equivalent to multiple Assessment Tasks; however, these must incorporate Formative Assessment opportunities throughout the Unit.
- 1.15. For group Assessment Tasks weighted at more than 30%, additional assessment must be undertaken of an individual's achievement of the Learning Outcomes related to the Assessment Task. Individual contributions may be evidenced, for example, through short invigilated tasks or examination-styled questions, or online tasks that include some means of Student Identity Verification (SIV).
- 1.16. The quality and extent of participation in learning and teaching activities may be a component of assessment. Where participation is used for assessment, explicit marking criteria must be identified and used, and a record must be kept by the Staff member conducting the class. The participation component of a final grade will not normally exceed 10 percent of the total marks.
- 1.17. While attendance at all scheduled learning activities is strongly encouraged and considered essential for Student success, attendance may not be a component of grades for Students, i.e. marks cannot be awarded for attendance alone. Attendance may be mandatory (required for Unit completion) under certain circumstances. Reasons for mandatory attendance may include:

- a. statutory issues such as mandatory occupational health and safety training;
  - b. professional accreditation requirements; or
  - c. that a Student's absence would have a significant effect on other Students' studies.
- 1.18. Assessment Tasks and Assessment Types must have equivalent complexity or cognitive demand and assess the same Learning Outcomes across all locations and Learning Modes. Equivalence does not require assessment to be identical, however. When adapting assessment for different locations and Learning Modes, Unit Coordinators must consider the varying facilities, engagement, and collaboration opportunities available to different cohorts to ensure assessment remains fair (see 4.1). The Unit Coordinator must authorise any contextual adaptations.

### Timing of assessments

- 1.19. The assessment regime in each Unit is to be balanced with respect to the number and volume of Assessment Tasks and learning activities, and must ensure that Students have appropriate opportunities for Feedback on their Assessment Tasks to inform subsequent tasks.
- 1.20. The scheduling of Assessment Tasks must be conducted with an awareness of the overall coursework load of Students and designated Examination periods. Due dates that occur on a weekend or during Study Weeks must be avoided wherever possible.
- 1.21. To support transition to University, all first year undergraduate and postgraduate Units require at least one Formative Assessment or Summative Assessment, with Feedback, to be completed and returned to Students within the first third of the Teaching Period.
- 1.22. School Examinations (commonly referred to as "tests" or "mid-semester exams"), may be conducted outside of the designed Central Examination periods, subject to the following conditions:
- a. the Unit outline must inform Students about the intention to conduct a School Examination. Information about the date, time and place of the School Examination must be made available to Students at the commencement of the Teaching Period;
  - b. School Examinations will normally be held during a timetabled teaching activity and must not exceed the time normally allocated to that activity; and
  - c. the Associate Dean (Teaching and Learning) may, if required, grant permission for a School Examination to be held outside of a normal timetabled teaching activity, but still within the Teaching Period – in such cases the Associate Dean (Teaching and Learning) must take reasonable steps to ensure that the School Examination does

not clash with other teaching activities for Units in which the Students are enrolled (however this cannot be guaranteed).

### **Submission, Feedback and return of assessments**

- 1.23. All non-invigilated written Summative Assessments must be submitted electronically, and must be subjected to the University's nominated plagiarism detection software. Students must be advised to keep records of their submission and any plagiarism detection software receipts. Exceptions to this procedure are to be endorsed by the relevant Associate Dean (Teaching and Learning).
- 1.24. Non-written Assessment Tasks, such as videos or electronic portfolios, are to be submitted through the LMS where practicable.
- 1.25. Students must receive Feedback on all Assessment Tasks (except Central Examinations) that is constructive and clear and, in the case of Summative Assessment Tasks, provides a mark and, as required, an associated grade.
- 1.26. Where a Unit Assessment Task provides evidence for the attainment of Course Learning Outcomes, Feedback that assists Students to achieve the Course Learning Outcomes must be explicit. Student progress towards achieving Course Learning Outcomes must also be given.
- 1.27. Feedback on Student work may be generated through self and peer review and assessment so that Students have an opportunity to practise applying criteria and standards to their own work and that of others. The following must be met:
  - a. peer review and peer assessment processes must be designed to ensure that Students can be treated with respect by other Students, and must be supported by clear guidelines and criteria for the review;
  - b. Students must always receive Feedback on their self and peer reviews and assessments to assist them in calibrating their judgement to match discipline standards;
  - c. Self and peer assessment is to be used for Formative Assessment purposes only – the grading of Student work is the Unit Coordinator's responsibility; and
  - d. if Students are required to generate constructive Feedback for a peer, the quality of such Feedback may be a component of Summative Assessment.
- 1.28. Feedback, marks and associated grades (as required) on Summative Assessment Tasks, must be provided to Students with sufficient time to inform a Student's Examination preparation, and in any event within 14 calendar days after the submission of an Assessment Task. However:

- a. an Associate Dean (Teaching and Learning) may approve an additional 7 calendar days to accommodate large classes or large marking loads - Students must be advised in writing by the Unit Coordinator of the approved increased turnaround period;
  - b. Feedback, marks and grades (as required) on final Summative Assessment Tasks, where there is no Central Examination, will be released approximately 14 calendar days after the due date of the final Summative Assessment Task; and
  - c. Feedback, marks and associated grades (as required) for Central Examinations can be withheld until after Unit results are released.
- 1.29. Marked assessments must be returned to the Student in a manner that protects the confidentiality of the mark and the Student's work. The default mode of assessment submission and return will be through the LMS, except for paper-based work completed in class.
- 1.30. Teaching Staff will be available at advertised times consistent with the requirements and mode of study of their Unit, and the learning needs of Student cohorts, so that Students may discuss aspects of the Feedback from Assessment Tasks. Staff will advise all Students of their availability for Student consultation via the LMS.
- 1.31. Unclaimed Assessment Tasks remain Student property and must be kept for a period of 6 months after end of the Teaching Period, following which they may be disposed of in accordance with any relevant University record keeping processes.
- 1.32. Unit Coordinators are responsible for storing and de-identifying samples of completed Assessment Tasks across a range of grades for moderation and quality assurance purposes.

### Central Examinations

- 1.33. The Student Administration [Directorate] conducts invigilated final Central Examinations on behalf of Schools for official University assessment during specified periods.
- 1.34. Central Examinations must be based on the Unit Learning Outcomes and content described in the approved Unit outline, which is contained in CAPS. Details of the Examination type and structure must be included in the LMS.

- 1.35. All Examination papers must differ by a minimum of 25% from any Examination paper previously used in that Unit.
- 1.36. The Unit Coordinator must advise Students in writing, where practicable using a template in the LMS, of the Examination structure, conditions and requirements, including permitted materials. The Unit Coordinator may provide Students with sample questions and answers.
- 1.37. All used and unused Examination papers must be returned to the examiner for secure disposal. Examination scripts remain University property and must be kept and disposed of in accordance with the University's record keeping practices and the [Western Australian University Sector Disposal Authority SD2011011](#).

#### Preparation and submission of Central Examination Papers

- 1.38. All Central Examination papers must be securely prepared, approved, and submitted using OESS to the Student Administration Directorate in time to meet the Central Examination timetable deadlines.
- 1.39. All Central Examination papers (including for Deferred Examinations) must be submitted at the same time. It is recommended that an alternate Deferred Examination and an Examination paper that could be used for a Supplementary Assessment are submitted at the same time. The alternate Deferred Examination and the Supplementary Assessment Examination paper may be the same, with different title pages.
- 1.40. All Examination papers must be reviewed by a co-examiner recorded in the OESS. Where a co-examiner is not available in a particular discipline or field, an appropriate co-examiner will be nominated by the Associate Dean (Teaching and Learning) to review the paper, including for suitability, readability and clarity.
- 1.41. All examiners and co-examiners will declare that an Examination complies with these procedures.
- 1.42. Examination papers must not be available to Students before the Examination. Staff access to Examination papers will be limited to the examiner and approving Staff.

#### Responsibilities

1.43. The **Associate Dean (Teaching and Learning)**, or nominee, is responsible for ensuring that the preparation, submission and approval of Examination papers is carried out in accordance with these procedures. The Associate Dean (Teaching and Learning) will ensure that:

- a. Unit Coordinator details are accurate in CAPS before the submission period;
- b. all academic Staff are familiar with the OESS and these procedures;
- c. an examiner (normally the Unit Coordinator) is designated with the responsibility to prepare all Examination papers for each Unit, in accordance with the approved Unit outline;
- d. the examiner of each Unit submits the required Examination papers via OESS for review and endorsement by a co-examiner;
- e. review and endorsement of each Examination paper is conducted by a co-examiner, preferably someone in the discipline area, nominated by the Unit Coordinator; and
- f. Examination papers endorsed by appropriate co-examiners are submitted to the Student Administration Directorate via the OESS by the published deadlines.

1.44. The Examiner is responsible for:

- a. consulting, where appropriate, with other members of academic Staff who teach in the Unit, before preparing the Examination paper;
- b. ensuring that each Examination paper complies with the Assessment Policy;
- c. preparing, writing and uploading the Examination papers into OESS;
- d. nominating an appropriate co-examiner and entering the co-examiner details into OESS;
- e. forwarding the Examination papers via OESS to the co-examiner for review and endorsement;
- f. if an Examination paper is not endorsed by the co-examiner, consulting with that co-examiner and reformatting any updated Examination papers via OESS;
- g. providing all Students in a Unit with the same written information about the format and nature of the Unit's Examination paper(s) through the LMS;
- h. advising all relevant Staff that they must only provide further information to Students that the Unit Coordinator has approved;
- i. ensuring that Examinations are submitted (after review by co-examiners) in accordance with the published Examination submission dates; and
- j. ensuring that all Examination papers and Students' scripts are kept in accordance with the University's record keeping practices and the [Western Australian University Sector Disposal Authority SD2011011](#).

1.45. The co-examiner is responsible for reviewing in a timely manner each Examination paper forwarded from a Unit Coordinator, and either:

- a. declaring that the Examination paper complies with Examination requirements contained within the Assessment Policy, and endorsing the Examination paper for use during the relevant Examination period; or

- b. returning the Examination paper via the OESS to the Examiner, informing them that the Examination paper is “not endorsed” and explaining the reasons for the rejection.

1.46. The Student Administration Directorate is responsible for:

- a. receiving endorsed Examination papers submitted via OESS;
- b. returning papers to the Examiner via OESS if there is a concern about the quality or format of the papers;
- c. ensuring that all Examination papers are forwarded for printing under secure conditions;
- d. providing secure storage for all Examination papers before Examination dates;
- e. transferring completed and unused Examination papers and Students’ Examination scripts to a nominated campus or location; and
- f. providing secure storage of completed and unused Examination papers and Students’ Examination scripts until they are collected by academic Staff for marking.

### **Variation to Assessment**

- 1.47. Students are expected to complete Assessment Tasks published in a Unit outline by the relevant due dates. A variation to an Assessment Task may be allowed as set out in paragraphs 4.50–4.95 below, or as determined by the Deputy Vice-Chancellor (Education). Where an Assessment Task is not completed, and no variation to assessment is given, the Student will be awarded a mark of zero.
- 1.48. Where no variation to an Assessment Task is available (e.g. due to Course professional accreditation, or placement/practicum requirements), the Unit Outline must clearly state this.
- 1.49. Subject to this paragraph, an Assessment Task specified in the Unit Outline must not be changed. Where the Unit Coordinator determines a change is necessary, this must be approved by the relevant Associate Dean (Teaching and Learning) having due regard to business processes and any applicable compliance requirements (e.g. professional accreditation requirements). Any proposed change may only be implemented following Student consultation. Students will be given at least 7 calendar days to comment on a proposed change. The Unit Coordinator will notify all Students of any changes made and approved, with as much notice as practicable.

### **Modified Assessment Tasks**

1.50. A Unit Coordinator, will allow a Modified Assessment Task:

- a. where it is in accordance with a Student's Learning Access Plan; or
- b. following consultation with the Course Coordinator, where the Unit Coordinator or Course Coordinator determines there are Exceptional Circumstances.

1.51. In determining whether it is reasonable to make an adjustment or allow a Modified Assessment Task, a Unit Coordinator must consider the Student's circumstances, the nature of the Unit and/or Course and the Assessment Task, the effect of the modification on the Student and other Students and Staff, the costs (including administrative burdens) and benefits of making the adjustment, the integrity of the Assessment Task and Unit, and any other relevant factors.

1.52. A Student who is dissatisfied with the Unit Coordinator's decision may request (in writing and providing reasons) that the Associate Dean (Teaching and Learning) review, and where justified, remake the decision. A request for review must be made within 7 calendar days and may only be made on one or more of the following grounds:

- a. the decision was affected by discrimination, prejudice, or bias;
- b. a process was not duly carried out in accordance with these procedures; or
- c. the decision was made contrary to the evidence provided

1.53. A permitted Modified Assessment Task must:

- a. assess the same skills and knowledge that the original Assessment Task was intended to assess, including the relevant Learning Outcome(s);
- b. not adversely impact on the performance or assessment of other Students (such as in group work situations); and
- c. be consistent with the assessment criteria.

1.54. During their Course, a Student's need for Modified Assessment Tasks, and the reasonable adjustments required to be made by the University, may change. The University and the Student are responsible for reviewing the Student's needs over time and making adjustments to Modified Assessment Tasks where required.

1.55. Students who have English as a second language are normally permitted to use a bilingual paper-based word-for-word translation dictionary, with no descriptions or pictures, in all invigilated assessments, including Examinations. However, a Unit Coordinator may advise Students (via the Examination structure, conditions and requirements) where a bilingual dictionary is not permitted in a School or Central Examination.



Extensions (not applicable to Time-Sensitive Assessment Tasks, Examinations, Supplementary Assessments, Reperformances)

- 1.56. Students may apply to their Unit Coordinator to extend the due date of their Assessment Task. Requests must be in writing (using any applicable Prescribed Process) and based on reasonable grounds, which are to be outlined in the application. In considering any request for an extension, the Unit Coordinator must consider the impact of the extension on the ability to provide Feedback to the Student prior to a subsequent Assessment Task in that Unit.
- 1.57. An application must be made before the relevant due date and time, unless Exceptional Circumstances apply (as determined by the Unit Coordinator).
- 1.58. A request for an extension of more than 14 calendar days, or where the due date will become after the end of the current Teaching Period, will only be granted in Exceptional Circumstances and must be approved by the Associate Dean (Teaching and Learning).
- 1.59. A decision of the Unit Coordinator (with approval of the Associate Dean (Teaching and Learning) where required) regarding an extension is final.
- 1.60. The Director, Student Life may grant a global extension of time to a distinctive group of Students where there has been a significant system failure (e.g. in relation to the electronic submission of assignments) or a catastrophic event (e.g. natural disaster) that may affect a large number of Students. Students who have already submitted an assignment before a global extension of time is granted will not have an automatic right to reperform their work.
- 1.61. A copy of any written approval of the extension must be lodged with the Assessment Task wherever practicable.
- 1.62. Assessment Tasks submitted after the due date and time (or the extended due date and time) will incur a penalty calculated as follows:
  - a. where the Assessment Task is submitted not more than 7 calendar days late (excluding the due date), the penalty will, for each calendar day (or part thereof) (including weekends) that it is late, be 5% of the maximum marks available for the assessment; and
  - b. where the Assessment Task is more than 7 calendar days late (excluding the due date), a mark of zero will be awarded.

Reperformance within a Unit (not applicable to Examinations)

- 1.63. If a Student fails an Assessment Task (other than an Examination) and has Exceptional Circumstances (as determined by the Unit Coordinator), a Unit Coordinator may, in consultation with the Associate Dean (Teaching and Learning), invite a Student to reperform part or all of an Assessment Task. If reperformance is approved, this option must be made available to all Students who have equivalent circumstances.
- 1.64. A Student may only be granted one opportunity per Unit to reperform part or all of an Assessment Task.
- 1.65. The Student will have no more than 7 calendar days to reperform their Assessment Task.
- 1.66. The maximum mark a Student may receive for any resubmitted Assessment Task, is 50% of the total marks available for the Assessment Task. In an Assessment Task where no numerical mark is awarded, the resubmitted task may be awarded an undifferentiated Pass or Fail. The result of a resubmitted Assessment Task result will prevail over the Student's original submission result, irrespective of whether it is higher or lower than the original mark.
- 1.67. The Unit Coordinator's decision whether or not to allow reperformance is final.

Deferred Examinations (Central Examinations and School Examinations)

- 1.68. A Student who wishes to defer an Examination must apply in writing (using any applicable Prescribed Process) to:
  - a. the Director, Student Administration for Central Examinations; or
  - b. the relevant Unit Coordinator for School Examinations.
- 1.69. The application must be made:
  - a. for Central Examinations, no later than 3 days after completion of the standard Examination period or such other date as the Director, Student Administration may prescribe; or

- b. for School Examinations, no later than 14 days after the scheduled Examination date, or such other date as the Associate Dean (Teaching and Learning) may prescribe.
- 1.70. A Deferred Examination may only be approved where Exceptional Circumstances exist (as determined by the Director, Student Administration or Associate Dean (Teaching and Learning)). Typically only one deferral of an Examination will be allowed. A Student's application must set out the grounds on which deferral is sought, providing sufficient written material and documented evidence to support the application.
- 1.71. An application for a Deferred Examination may be rejected where there is reason to believe that a Student is seeking to achieve an unfair advantage, having regard to the particular circumstances of the Student's application, the Student's history of Deferred Examination applications (and the reasons for such applications), and any other relevant circumstances.
- 1.72. If an application for a Deferred Examination is approved, the Director, Student Administration or Unit Coordinator (as applicable) will determine a date for the Deferred Examination.
- 1.73. A Deferred Central Examination will normally be held in the next available scheduled Examination period. A Student who is unable to attend the deferred Central Examination may further apply to the Director, Student Administration in writing (using the applicable Prescribed Process), with sufficient documentary evidence to support their application, for permission to sit a Deferred Central Examination at an alternative time.
- 1.74. A Deferred Examination that is a School Examination must be held before the end of the teaching weeks of the relevant Teaching Period. A Student who is unable to attend a deferred School Examination will normally not receive a further opportunity to undertake the School Examination, unless there are Exceptional Circumstances as determined by the relevant Associate Dean (Teaching and Learning).
- 1.75. A Deferred Examination will have the same Assessment Type and structure as the original Examination.
- 1.76. A Student cannot under any circumstance defer a Central Examination that has been offered as a Supplementary Assessment.
- 1.77. The Student's result in the Deferred Examination will have the same effect as if the Student had completed the original Examination, and a full range of marks and/or grades will be available.

- 1.78. A refusal to grant a Deferred Examination or alternate Deferred Central Examination is appealable to the Student Appeals Committee, in accordance with the [Admission, Enrolment and Academic Progress Rules](#).

Supplementary Assessment (including supplementary Examinations) (not available in Enabling Courses.

- 1.79. The Progression Panel may, where practicable, and in its absolute discretion, offer the Student to undertake a Supplementary Assessment for a Unit, with due consideration of the Student's performance across all Assessment Tasks, the achievement of Learning Outcomes, and any professional accreditation requirements, where:

- a. a Student:
  - i. fails a Unit which forms part of the Student's first 60 Credit Points (including any Credit granted as recognition of prior learning), receives either an undifferentiated fail or a numerical mark of 45% or more in the Unit, and has not previously been offered a Supplementary Assessment (a Student cannot be offered Supplementary Assessment in more than one Unit in their first 60 Credit Points); or
  - ii. fails their last Unit (and upon successful completion of the Unit would have no further Units to undertake), and they have received either an undifferentiated fail or a numerical mark of 40% or more in the Unit;
- b. the Unit does not solely involve Work Integrated Learning or placement-related activities;
- c. the Student has not received Special Consideration relating to the Unit;
- d. the Student has satisfied any compulsory attendance requirements for the Unit;
- e. the Student has submitted all Assessment Tasks for the Unit;
- f. the Student has passed all Mandatory Assessment Tasks for the Unit (or will pass all Mandatory Assessment Tasks by successfully completing the Supplementary Assessment); and

the Student has not committed an act of Academic Misconduct during the Unit.

- 1.80. A decision on granting a Supplementary Assessment will be deferred until the completion of any ongoing investigation and appeal involving the Student relating to Academic Misconduct which may affect the Student's result in the Unit.
- 1.81. A Supplementary Assessment will be different to the original Assessment Task but it will:

- a. assess the same areas of skill and knowledge that the original Assessment Task was intended to assess; and
  - b. be consistent with the assessment criteria and standards stated in the Unit outline.
- 1.82. A Supplementary Assessment which is a Central Examination will normally be held in the next available Examination period. Any other form of Supplementary Assessment will be due within four weeks of the publication of the Student's original Unit Grade.
- 1.83. Where a Supplementary Assessment is undertaken by a Student, and the Student:
- a. passes the Supplementary Assessment, the grade PS for the Unit will be substituted for the original grade; and
    - i. where the original grade was F, the Student will be assigned a percentage of 50; and
    - ii. where the original grade was FI, the Student will be assigned the original numerical assessment;
  - b. fails the Supplementary Assessment, the Student will fail the Unit, and
    - i. where the original grade was F, the grade FS will be recorded; and
    - ii. where the original grade was FI, the grade FS will be recorded
    - iii. and the Student will retain their original numerical assessment (where applicable).
- 1.84. Decisions about Supplementary Assessments by a Progression Panel are final.

Conceded Pass (unavailable in undifferentiated pass/fail Units)

- 1.85. With due consideration to the Student's performance across all Assessment Tasks, the achievement of Learning Outcomes, and any professional accreditation standards, where:
- a. a Student:
    - i. receives a numerical mark of 45% or more in an elective Unit (determined according to the Student's enrolled Course structure), undertaken as part of the Student's final Teaching Period; and
    - ii. by a Conceded Pass being granted, the Student would have no further Units to undertake before completing the Course;
  - b. the Student has not been granted Special Consideration or a Supplementary Assessment for the Unit;
  - c. the relevant Unit or Course requirements (including professional accreditation standards) do not prohibit a Conceded Pass;
  - d. the Unit does not solely involve Work Integrated Learning or placement-related activities;
  - e. the Student has satisfied any compulsory attendance requirements for the Unit;
  - f. the Student has submitted all Assessment Tasks for the Unit;
  - g. the Student has passed all Mandatory Assessment Tasks for the Unit; and
  - h. the Student has not committed an act of Academic Misconduct during the Unit,

the Progression Panel may in its absolute discretion grant the Student a Conceded Pass Grade. Where a Conceded Pass Grade is granted, the Student will retain the original numerical mark.

- 1.86. A decision on granting a Conceded Pass will be deferred until the completion of any ongoing investigation and appeal involving the Student relating to Academic Misconduct which may affect the Student's result in the Unit.
- 1.87. Decisions about Conceded Passes by a Progression Panel are final.

#### Special Consideration

- 1.88. The University may allow Special Consideration in respect of a final Unit grade where, during the relevant Teaching Period, a Student's academic achievement was affected by Exceptional Circumstances.
- 1.89. An application for Special Consideration must be lodged (using any Prescribed Process) within 7 calendar days of a Student's final Examination date or the deadline for submission of the final Assessment Task in the relevant Unit. An application may be considered after this time, provided that the Student can demonstrate that their Exceptional Circumstances also prevented the Student from lodging the application within time. An application will not be considered in any event if it is lodged after the Student's Unit results have been released.
- 1.90. A Student's application must set out the grounds on which Special Consideration is sought, providing sufficient written material and documented evidence to support the application.
- 1.91. To be eligible to receive Special Consideration, a Student must:
  - a. be able to demonstrate (with relevant evidence) that Exceptional Circumstances existed during the Teaching Period; and
  - b. not have completed a Supplementary Assessment for the Unit.
- 1.92. The relevant Unit Coordinator will assess the application, and make a recommendation to the School Associate Dean (Teaching and Learning) who will decide whether:
  - a. Special Consideration is granted; and
  - b. if so, the appropriate form of Special Consideration.
- 1.93. Special Consideration may be refused if the Associate Dean (Teaching and Learning) has reason to believe that a Student is seeking to achieve an unfair advantage, having regard to

the particular circumstances of the Student's application, the Student's history of Special Consideration applications, and any other relevant circumstances.

1.94. If Special Consideration is granted, the Associate Dean (Teaching and Learning) may:

- a. waive a late penalty in respect of one or more Assessment Tasks;
- b. make a reasonable adjustment when determining the Student's final Unit Grade or numerical mark; and/or
- c. allow a Student to submit an alternative or replacement Assessment Task by a nominated date (including the use of a viva voce assessment in lieu of a written task) – the Student's mark for the alternative or replacement Assessment Task will replace the original Assessment Task.

1.95. The Associate Dean (Teaching and Learning)'s decision regarding Special Consideration is final.

#### Lost Assessment Tasks

1.96. Where reasonable grounds exist to suggest that a Student has correctly submitted an Assessment Task, but the Assessment Task cannot be located by the University and no unedited copy is available, an Associate Dean (Teaching and Learning) may:

- a. recommend that the relevant Progression Panel approve a final Grade and/or numerical mark that is consistent with the Student's level of achievement in other Assessment Tasks for the Unit; or
- b. offer the Student the option of re-performing the Assessment Task or performing an alternative Assessment Task within a reasonable period.

#### **Marking Procedures**

1.97. Consistent with a criterion and standards referenced approach, each Assessment Task must be graded to reflect the level of Student attainment in relation to Benchmarked Standards. Any scaling of marks must be justifiable by reference to Benchmarked Standards at the relevant Unit Review Committee and endorsed by the Deputy Vice-Chancellor (Education).

1.98. In cases where Assessment Tasks are non-replicable, such as performance presentations or organising an event, and where the value of the task is over 20% of the final mark for the Unit, the task must be designed to include a means by which the grade can be reviewed, for example by videorecording or having more than one marker.

#### Moderation

- 1.99. Moderation of Assessment processes enables Valid Assessment and comparability of standards of Student performance across, for example, different markers, locations, subjects, providers and/or programs of study. Quality assurance and calibration of assessment through progressive Moderation is required in every Unit (including Units with a single marker). This includes the Unit Coordinator leading pre and post assessment consensus moderation activities, except for tasks that require non-interpretive marking. Assessment Tasks that do not require interpretive marking also need to be benchmarked in relation to the standard of performance required for various grades for quality assurance and calibration of assessment purposes.
- 1.100. The processes and outcomes from Moderation within each Unit must be presented to the next meeting of the Unit Review Committee, and documented in the Marks Recording System.

#### Grading Schema

- 1.101. For all Units, Unit Coordinators will submit proposed results via the Marks Recording System by the nominated submission deadline. Proposed results must reflect the level of Student attainment in relation to Benchmarked Standards.
- 1.102. The Progression Panel will, for each Student approve a final Grade consistent with the following Grading Schema:

Grading Schema 1 (Standard)			
Final Grades	Description	Explanation	Mark Range
<b>HD</b>	High Distinction	The Student has passed the Unit with a mark in the prescribed range.	80-100
<b>D</b>	Distinction	The Student has passed the Unit with a mark in the prescribed range.	70-79
<b>CR</b>	Credit	The Student has passed the Unit with a mark in the prescribed range.	60-69
<b>P</b>	Pass	The Student has passed the Unit with a mark in the prescribed range.	50-59
<b>PC</b>	Pass (Conceded)	The University has granted a conceded pass mark to a Student in a prescribed set of circumstances.	45-100
<b>PS</b>	Pass (Supplementary Assessment)	The Student has passed the Unit following a Supplementary Assessment being permitted.	50-100
<b>PX</b>	Exchange studies passed	The Student has successfully completed studies at a different education provider.	N/A
<b>F</b>	Fail	The Student has failed the Unit and received a mark within the prescribed range.	0-49
<b>FI</b>	Fail (Incomplete)	The Student has not passed all Mandatory Assessment Tasks within the Unit.	50-100
<b>FN</b>	Fail (no submission)	The Student has not submitted or attempted any Assessment Task during the Unit.	0
<b>FS</b>	Fail (Supplementary)	The Student has failed the Unit following a Supplementary Assessment being permitted.	0-49



Grading Schema 1 (Standard)			
<b>FX</b>	Exchange studies failed	The Student has unsuccessfully undertaken studies at a different education provider.	N/A
<b>W</b>	Withdrawn	The Student has withdrawn after the relevant Financial Penalty Date but before the relevant Academic Penalty Date.	N/A
<b>WF</b>	Withdrawn Fail	The Student has withdrawn after the relevant Academic Penalty Date.	0
<b>WL</b>	Withdrawn Late	The Student has been permitted to withdraw without academic penalty.	N/A
<b>Admin Code</b>	<b>Description</b>	<b>Explanation</b>	<b>Mark Range</b>
<b>DE</b>	Deferred Central Examination	The University has granted the Student a deferred Central Examination that has not yet been undertaken or graded.	N/A
<b>AE</b>	Alternate Examination	The University has granted the Student an alternate deferred Central Examination that has not yet been undertaken or graded.	N/A
<b>S</b>	Supplementary Assessment	The University has offered the Student a Supplementary Assessment which has not yet been undertaken or graded.	N/A
<b>RW</b>	Result Withheld	The Student is required to complete an activity before the grade to be finalised. The Student should contact their Unit Coordinator for further explanation.	N/A
<b>H</b>	Hold	The Student's assessment is incomplete. The University is required to complete an activity before the grade to be finalised. The Student should contact their Unit Coordinator for further explanation.	N/A
<b>AR</b>	Awaiting Result	The Student's grade has not yet been entered or made available for the particular Unit for administrative reasons. The Student should contact their Unit Coordinator for further explanation.	N/A
<b>AH</b>	Administrative Hold	The Student's grade has not yet been entered or made available for the particular Unit for administrative reasons. The Student should contact their Unit Coordinator for further explanation.	N/A
<b>WC</b>	Enrolment cancelled by ECU	The Student's enrolment has been cancelled by the University.	N/A
<b>NP</b>	Withdrawn – Not Participating	The Student's enrolment has been cancelled by the University following a period of non-participation.	N/A
<b>WE</b>	Withdrawn Early	The Student has withdrawn before the relevant Financial Penalty Date.	N/A
<b>WR</b>	Withdrawn (Remission)	The Student is withdrawn without academic penalty and with remission of debt.	N/A

Grading Schema 2 (Used for Undifferentiated Pass/Fail Units inc. practical Units or work-integrated learning)		
<b>Grade</b>	<b>Description</b>	<b>Explanation</b>
<b>UP</b>	Undifferentiated Pass	The Student has passed the Unit which is a pass/fail Unit.
<b>PS</b>	Pass (Supplementary Assessment)	The Student has passed the Unit which is a pass/fail Unit, following a Supplementary Assessment being permitted.

<b>PX</b>	Exchange studies passed	The Student has successfully completed studies at a different education provider.
<b>UF</b>	Undifferentiated Fail	The Student has failed the Unit which is a pass/fail Unit.
<b>FS</b>	Fail (Supplementary)	The Student has failed the Unit which is a pass/fail Unit, following a Supplementary Assessment being undertaken.
<b>FN</b>	Fail (no submission)	The Student has not submitted or attempted any Assessment Task during the Unit.
<b>FX</b>	Exchange studies failed	The Student has unsuccessfully undertaken studies at a different education provider.
<b>W</b>	Withdrawn	The Student has withdrawn after the relevant Financial Penalty Date but before the relevant Academic Penalty Date.
<b>WF</b>	Withdrawn Fail	The Student has withdrawn after the relevant Academic Penalty Date.
<b>WL</b>	Withdrawn Late	The Student has been permitted to withdraw without academic penalty.
<b>Admin Code</b>	<b>Description</b>	<b>Explanation</b>
<b>DE</b>	Deferred Central Examination	The University has granted the Student a deferred Central Examination that has not yet been undertaken or graded.
<b>S</b>	Supplementary Assessment	The University has offered the Student a Supplementary Assessment which has not yet been undertaken or graded.
<b>RW</b>	Result Withheld	The Student is required to complete an activity before the grade to be finalised. The Student should contact their Unit Coordinator for further explanation.
<b>H</b>	Hold	The Student's assessment is incomplete. The University is required to complete an activity before the grade to be finalised. The Student should contact their Unit Coordinator for further explanation.
<b>AR</b>	Awaiting Result	The Student's grade has not yet been entered or made available for the particular Unit for administrative reasons. The Student should contact their Unit Coordinator for further explanation.
<b>AH</b>	Administrative Hold	The Student's grade has not yet been entered or made available for the particular Unit for administrative reasons. The Student should contact their Unit Coordinator for further explanation.
<b>WE</b>	Withdrawn Early	The Student has withdrawn before the relevant Financial Penalty Date.
<b>WR</b>	Withdrawn (Remission)	The Student is withdrawn without academic penalty and with remission of debt.

### Mandatory Assessment Tasks

- 1.103. A Student who fails a Mandatory Assessment Task will be deemed not to have completed that Unit and will receive:
- a grade of FI, where their cumulative mark for the Unit was 50 or more; or
  - a grade of F, where the cumulative mark for the Unit was less than 50.

### Release of Results

- 1.104. Students will be informed of their results for every Assessment Task (excluding any Central Examination) following the completion of post-assessment Moderation.

### **Assessment of Work-Integrated Learning (WIL)**

- 1.105. Assessment of WIL must provide Feedback opportunities at regular intervals, from industry and/or community partners. Feedback must inform future learning and enable Students to adjust behaviours and strategies, and to assess progress in relation to the Learning Outcomes to be demonstrated.
- 1.106. Roles and responsibilities for WIL assessment must be clearly outlined where multiple assessors are involved, e.g. workplace supervisors, external industry assessors and/or University Staff.
- 1.107. Appropriate processes must be conducted to ensure the integrity of the WIL and any evaluation undertaken by a host. Ultimately the Unit Coordinator or relevant WIL Coordinator is responsible for all Summative Assessment and grading.

### **Appeals**

- 1.108. In addition to any review mechanisms set out in these procedures, Students have the right to appeal in accordance with the [Admission, Enrolment and Academic Progress Rules](#).