

ASSESSMENT FRAMEWORK

ACA-STU-03

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Objects of Excelsia College

Motivated by the Christian faith, as expressed by the Apostles' Creed and Nicene Creed, with fidelity to the Scriptures as the Word of God, the objects of the College are the advancement of the Christian faith and higher education.

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1 Policy statement and principles

The Assessment Framework contributes to the maintenance of appropriately high academic and artistic standards throughout the College, and to the recognition of course outcomes by professional organisations, government authorities and the general community.

This framework sets out:

- a. governing principles and processes staff are to apply when designing, implementing and reviewing assessments, assessing the work of students, and making decisions relating to student assessment
- b. processes for students to follow and the support available to them regarding assessment in coursework units, including those related to special consideration.

The College's approach to this policy framework is guided by the following principles.

1.1 Assessment

- i. Assessment is an essential part of the teaching and learning process. Comprehensive assessment includes graded (summative) and non-graded (formative) tasks, and self and peer assessment, which helps promote student learning, develop capacity and capability and attain credentials about the learning outcomes. Appropriate assessment tasks influence approaches to study and help students to allocate their time.
- ii. Mindful design and purposeful development of an equity, diversity and inclusion (EDI) approach to teaching, learning and assessment environment with design tasks that provide the foundation for a memorable and successful experience for all students and staff are expected as part of universal design for education
- iii. Constructive, regular and timely feedback on assessment helps students to gain a sense of achievement and progress, and an appreciation of the performance and standards expected in a particular discipline or professional area. Good assessment practice should promote learning and improve student performance.
- iv. Assessment must aim to enable students to achieve the academic standards expected by the College and its community including employers and the professions.
- v. Assessment must achieve its intended purpose and be a valid, reliable basis for evaluating student achievement, performance or other competencies.
- vi. Assessments support diverse students to demonstrate what they know and can do in a way that benefits their development without unfair barriers. Sustainable inclusive assessment practice is the responsibility of all College stakeholders to enable the best way forward for equitable program design.
- vii. The College also recognises the value of efficient and effective assessment procedures in enabling it to record students' progress and certify the standards they achieve. Consistent and reliable assessment processes provide data whereby the achievement of course objectives can be assessed, and teaching methods reviewed regularly.

- viii. All students must be provided with a clearly worded statement of academic expectations for each assessment task, with scaffolding and any associated instructions containing no ambiguities as to what the student is expected to do and is required to complete.
- ix. The inclusive design process takes student workloads and the respective timing of assessment tasks within a unit into consideration throughout the design period to ensure that task timings are reasonable and sustainable for students, staff, and support teams.
- x. Assessment tasks must align with learning goals, activities and outcomes, and provide evidence of a student's achievement of the learning outcomes stated in the unit profile required for every course unit. Assessment tasks should not address material outside the scope of the relevant learning outcomes.
- xi. Under these policies and procedures, the assessment practices of the College will:
 - a. promote active student engagement in learning and reinforce and reward that learning
 - b. recognise and value student diversity through sustainable EDI practice, placing diverse student needs as the centre of assessment design, providing for the majority of students' needs to be addressed in the classroom, and fostering the reduction of accommodations and overall costs while transforming pedagogy
 - c. demonstrate a scholarly approach by both staff and students and contribute to a body of literature that can offer a phenomenological analysis of the processes
 - d. exemplify ethical practice that is transparent and consistent across the College
 - e. require timely feedback that has value for improving student learning
 - f. produce grades and reports that are valid, reliable and accurate
 - g. meet the expectations and satisfy the standards of stakeholders and accrediting authorities
 - h. be subject to external moderation and peer review
 - i. be the focus of quality assurance and continuous improvement.

1.1.1 Inclusive assessment and alternative assessment arrangements

- i. The College is firmly committed to social and educational inclusion, including supporting all students with disability in accordance with its Disability [Policy](#) and [Procedure](#), and with the obligations outlined by the *Commonwealth Disability Discrimination Act 1992*, *Commonwealth Disability Standards for Education 2005*, the *Disability Inclusion Act 2014*, and the *Anti-Discrimination Act 1977* (NSW).
- ii. The College seeks to ensure that students with disability and students without disability are offered learning opportunities that are equally accessible to them, by means of diversity and inclusive design. Reasonable adjustments are available, usually in the form of a Learning Equity and Access Plan (LEAP), wherever necessary, to support student success.
- iii. The College is committed to the provision of reasonable adjustments to accommodate the needs of students with disability who choose to disclose it, and provide appropriate supportive

documented evidence. Reasonable adjustments may be made to accommodate a student with disability and reduce the functional impact of disability on a student's academic success.

- iv. Current or future students with disabilities, who believe that they will require the support of any reasonable adjustments, are encouraged to disclose the nature and extent of their condition and provide the appropriate supporting documentation about its functional impact on them in the context of the learning environment or placement in a timely manner and to the appropriate staff (Head of School or lecturers) or directly with the Disability Advisor in the first instance. Information relating to the disclosure of disability will be, only by necessity, released to the College and is treated confidentially.
- v. Late disclosure may affect the College's ability to assess or provide reasonable adjustments for students with disability before they commence their placement.
- vi. The purpose of any disclosure is not to exclude students from opportunities but to facilitate full participation and access to a safe environment with correctly resourced adjustments.
- vii. The College may not be able to assess or determine the provision of a reasonable adjustment if supporting evidence is not provided to the Disability Advisor.
- viii. The Disability Advisor may request updated supporting documentation of disclosures from the student's health professional for conditions that are indicated to be interim or fluctuate over time, before completing their assessment and recommending reasonable adjustments to be implemented.
- ix. Adjustments may include modifications to:
 - a. the learning environment
 - b. learning resources
 - c. teaching method
 - d. assessment conditions.
- x. Disclosure of a disability, mental health or medical condition does not lead to the automatic provision of learning equity and access services. The current or prospective student is responsible for meeting with the Disability Advisor about the Learning Equity and Access Plan and the documentation required for registration.
- xi. The College may request, in advance, supporting evidence from a qualified medical professional or other experts relating to the nature of a student's disability, mental health or medical condition, providing the purpose for the inquiry is to provide an equal opportunity or to provide reasonable adjustments to support the student in achieving the learning outcomes of the course.
- xii. A student who is an associate of a person with disability may be entitled to reasonable adjustments or be eligible for special consideration. In either case, the student associate of the person with disability will need to provide evidence of their relationship to the person with disability and how their responsibilities in that relationship impact their capacity to undertake educational tasks. Refer to the Special Consideration Policy to determine eligibility.
- xiii. International students on student visas who request adjustments which will affect the length of their study are advised that they must seek up-to-date immigration advice promptly.

- xiv. Students with disability who have not disclosed and are therefore not registered with the College Student Support Centre and Disability Advisor may be eligible for special consideration for an assessment task and should refer to the Special Consideration Policy.
- xv. Preparing and transitioning any reasonable adjustment plan for placements shall involve the student requesting reasonable adjustment, the Disability Advisor, the staff member responsible for coordinating the placement, and (if applicable) the placement organisation.
- xvi. Where appropriate, an independent workplace risk assessment may be completed to make recommendations regarding reasonable adjustments for students with disability on placement.
- xvii. The College is not obligated to comply with the standards if the compliance of any adjustment may impose unjustifiable hardship on the College under Section 10.2 of the Disability Standards for Education 2005 plus Guidance Notes and in accordance with Section 11 of the Disability Discrimination Act 1992. Below is to assist in determining what accounts for unjustifiable hardship, in relation to an adjustment for a student with disability. All relevant circumstances in a case are to be taken into account including:
 - a. the nature of the benefit or detriment likely to accrue or be suffered by any persons concerned
 - b. the effect of disability of a person concerned
 - c. the financial circumstances and the estimated amount of expenditure required to be made by the person claiming unjustifiable hardship.
 - d. in the case of the provision of services or the making available of facilities, an action plan given to the Australian Human Rights Commission under Section 64 of the Disability Discrimination Act 1992.
- xviii. The College cannot compromise the academic standards or inherent course requirements.

1.1.2 Use of generative artificial intelligence

- i. The College recognises the importance of its staff and students developing capabilities in the ethical and responsible use of generative artificial intelligence (gen AI) or AI language models relevant to their discipline and future practice through ethical engagement with generative AI tools in learning and teaching activities and assessment.
- ii. Using ChatGPT or other generative artificial intelligence (gen AI) or AI language models without authorisation from the lecturer, or using it without declaring its use, will be considered academic misconduct or academic fraud and will be dealt with in line with the Academic Integrity Framework.
- iii. Not verifying or critiquing what ChatGPT or other gen AI or AI language models produce, which should not be relied upon to be accurate, will be considered academic fraud and will be dealt with in line with the Academic Integrity Framework.
- iv. Where students are directed or permitted to use ChatGPT or other gen AI in assessment, this use should be:
 - a. declared by the student, describing the way they have used the tool and integrated the results into their work
 - b. ethical and responsible, consistent with the College's Academic Integrity Framework

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- c. consistent with the learning outcomes for that unit or course
 - d. consistent with accreditation requirements for that course
 - e. consistent with the College's policy on inclusive assessment (see clause 1.1.1).
- v. Where ChatGPT or other gen AI is used in assessment, lecturers should clearly communicate to students:
- a. what is deemed as appropriate and inappropriate use for that assessment, and that inappropriate use may constitute academic misconduct
 - b. limitations of generative AI, including that AI responses may be biased, not current, or not factual.

1.2 Extensions

- i. Assignment extensions are granted only where genuine student disadvantage, for reasons outside the control of the student, has been demonstrated or a Learning Equity and Access Plan is in place with extension accommodations.
- ii. Extensions are not awarded in cases where student time or project mismanagement is the primary reason for the extension request.
- iii. No assignment extension should afford an undue or unfair advantage to the student over other students.
- iv. If unit assessment requirements remain incomplete after the end date of a scheduled unit a Fail [N] result will automatically be applied unless an approved extension has been granted.
- v. If a student is granted an extension, the extension should not:
 - a. affect the student's entitlement to apply for special consideration under this policy framework
 - b. alter any time limits or other requirements relating to applications for special consideration
 - c. constitute an academic decision for the purposes of the Student Grievance Policy and Procedure.

1.3 Special consideration

1.3.1 General

- i. The purpose of special consideration is to enable the College to support students who have been impacted by circumstances that are unexpected, unavoidable, significantly disruptive and beyond the student's control, and which may affect their performance in assessment.
- ii. Special consideration is intended to provide support to a student whose assessable work has been affected by serious and unavoidable circumstances. It is not a mechanism to appeal against an assessment outcome. Serious and unavoidable circumstances may result from events that are personal, social or domestic in nature and may include illness (either physical or psychological), accident, injury, societal demands (such as jury service), bereavement, family breakdown or unexpected changes in employment situations.

- iii. Special consideration will not be granted when students are unable to complete an assessment task due to planned or foreseeable absence (e.g., holidays, recreational activities or normal work commitments or changes).
- iv. All applications for special consideration must be substantiated by original, independent documentary evidence in the format and by the deadline prescribed in the Special Consideration Procedures.
- v. In order to support students who have experienced serious and unavoidable circumstances, the College will attempt to provide affected students with one additional opportunity to demonstrate that they have met the learning outcomes of a unit or units. An additional opportunity provided under such circumstances is referred to as special consideration and may be granted after careful evaluation of the supporting evidence.
- vi. Students with a pre-existing disability or health condition, or prolonged adverse circumstances are advised to seek support from Student Support Centre.

1.3.2 Eligibility

- i. Special consideration is specifically intended to support students who experience circumstances that are:
 - a. serious
 - b. short-term or immediate impact
 - c. adverse
 - d. unforeseen.
- ii. Circumstance must significantly affect a student's ability to complete an assessment task to the best of their potential.
- iii. If a student makes repeated requests for special consideration, the student may be referred to their school for an academic progression review and additional support.

1.3.3 Circumstances where a student will not be eligible for special consideration

- i. Special consideration should not be granted for circumstances that are considered reasonably in the student's control, such as:
 - a. public transport delays
 - b. personal events such as birthdays
 - c. minor ailments or illness where the student is still capable of completing assessments or attending class
 - d. travel plans
 - e. balancing workloads from other units of study, disciplines or Schools
 - f. information and communications technology problems – except where they could not have been prevented, avoided or the effects minimised by reasonable diligence on the part of the student.

- ii. A request for special consideration will not be eligible for approval if the relevant supporting documentation is not submitted.
- iii. In some cases, the student can talk to their lecturer and discuss the option of a simple extension.

1.3.4 Special arrangements: essential commitments

- i. Special arrangements can be made available to the student if an essential commitment affects their ability to complete an assessment. Examples may include but are not limited to:
 - a. essential religious commitments or beliefs (including cultural and ceremonial commitments)
 - b. a compulsory legal requirement (jury duty, court summons)
 - c. a sporting commitment representing the College, state or nation
 - d. military service
 - e. birth or adoption.

1.4 Moderation

1.4.1 Internal

The College is committed to:

- i. maintaining a moderation process for facilitating and developing consistency of, and comparability between, assessment judgements made in a range of assessment contexts against differing assessment criteria.
- ii. ensuring the moderation process assures and enhances the quality and accuracy of assessment through systematic examination of the validity, reliability, and plausibility of grades with respect to College standards, unit learning objectives, course outcomes, and assessment criteria.

1.4.2 External

- i. The College's external assessment moderation can be found within PO-STU-25 External Moderation of Assessment Policy and Procedures.

Non-compliance with this policy framework may result in disciplinary action in accordance with College by-laws.

2 Scope

This policy framework applies to all College staff and students.

This policy framework applies to:

- a. assessment of assessable work undertaken by students enrolled in enabling, undergraduate and postgraduate coursework units offered by the College

- b. students, employees and people contracted by or in partnership with the College who are responsible for assessment-related activities, including teaching and administration
- c. the assessment of honours theses but not to higher degree by research (HDR) theses.

3 Roles and responsibilities

The following stakeholders have a responsibility in relation to this policy framework.

Role	Responsibility
Academic Board	<ul style="list-style-type: none"> • In conjunction with the Chief Academic Officer, reviewing assessment practice and the effectiveness of this policy and procedure in maintaining the quality of learning and teaching, through course and unit review processes, student evaluations and data relating to appeals and complaints • Deliberating on the outcomes of the semester’s assessment and moderation activities, advising on and endorsing processes and outcomes as appropriate
Academic Registrar	<ul style="list-style-type: none"> • Together with the Chief Academic Officer: <ul style="list-style-type: none"> ○ Taking final responsibility for the adjustment, allocation, and reporting of grades, in keeping with internal and external moderation and benchmarking arrangements ○ Monitoring moderation activities within and across schools and courses ○ Ensuring that moderation activities are adequately resourced ○ Monitoring structural and administrative arrangements pertaining to moderation, and their impact on moderation activities, reviewing and adjusting such arrangements as and where necessary. • Preparing moderation reports.
Academic Staff	<ul style="list-style-type: none"> • Being informed on and following policy and procedure relating to assessment • Ensuring unit work is designed and student achievement is assessed in line with this policy and procedure, and other related documents • Managing assessment-related records in accordance, including retaining these records in a recognised College record keeping information system • Participating in moderation activities, providing qualitative and quantitative data to support assessment decisions as required • Contributing to a climate of openness by offering and receiving discipline-specific and assessment-based advice and expertise • Developing an awareness of assessment arrangements influencing the effectiveness of moderation and ensure the

	<p>Head of School and Chief Academic Officer are aware of any matters requiring attention</p> <ul style="list-style-type: none"> • Reminding students that special consideration is available
Deputy Chief Academic Officer	<ul style="list-style-type: none"> • Together with the Academic Registrar: <ul style="list-style-type: none"> ○ Taking final responsibility for the adjustment, allocation, and reporting of grades, in keeping with internal and external moderation and benchmarking arrangements ○ Monitoring moderation activities within and across schools and courses ○ Ensuring that moderation activities are adequately resourced ○ Monitoring structural and administrative arrangements pertaining to moderation, and their impact on moderation activities, reviewing and adjusting such arrangements as and where necessary. • Including consideration of academic moderation outcomes in performance review processes as appropriate • Working with Heads to monitor the implementation of Moderation Committee Report recommendations
Registrar’s Office	<ul style="list-style-type: none"> • Providing statistical and other reports relating to assessment data to the Commonwealth Department of Education, Skills and Employment as required under legislation agreements
Academic staff member external to School (moderation)	<ul style="list-style-type: none"> • Monitoring, and providing advice on, the validity and credibility of assessment methods and instruments • Monitoring, and providing advice on, standards of assessment and the appropriateness of assessment decisions • Monitoring, and providing advice on, moderation processes and procedures • Providing any other commentary or advice as may be necessary or appropriate to enhance the quality of assessment, grading and moderation across the College
Heads of Schools and Program Coordinators	<ul style="list-style-type: none"> • Leading and managing School-based moderation activities • Cultivating an appreciation amongst staff and students of moderation as a way of enhancing assessment practice and outcomes • Monitoring assessment arrangements, influencing the effectiveness of moderation, ensuring that the Chief Academic Officer is made aware of matters requiring attention • In consultation with the Deputy Chief Academic Officer, addressing academic and administrative issues, problems or concerns identified during moderation processes

	<ul style="list-style-type: none"> Retaining College records relating to assessment administration and decision-making, including exam scripts and other completed assessment Reviewing and approving special consideration applications in a timely manner with relevant academic staff members and reporting back to the student the outcome of their application
Learning and Teaching Committee	<ul style="list-style-type: none"> In conjunction with the Chief Academic Officer, reviewing assessment practice and the effectiveness of this policy and procedure in maintaining the quality of learning and teaching, through course and unit review processes, student evaluations and data relating to appeals and complaints Reviewing the Moderation Committee Report and School results forwarded by the Registrar prior to accepting them or requesting further moderation
Moderation Committee	<ul style="list-style-type: none"> The Moderation Committee is the sub-committee of the Learning and Teaching Committee tasked with the moderation of assessment practices and outcomes in accordance with this policy.
Schools	<ul style="list-style-type: none"> Ensuring this policy and procedure is implemented, for monitoring compliance, maintaining academic standards, and reviewing data on grades and student success to assure quality in academic standards Providing internal reports on student success rates in units, retention, course completions, student evaluations, appeals and complaints to Academic Board and relevant College managers
Students	<ul style="list-style-type: none"> Being informed on and following policy and procedure relating to assessment

4 Definitions

For the purpose of this policy framework, the following definitions apply.

Term	Definition
academic fraud	<p>Academic fraud is the falsification and/or fabrication of academic documents, research findings or claimed statements of fact in academic presentations, assessments or communications. Academic fraud includes misrepresentation, which is the giving of false or misleading information in academic matters. It may include but is not limited to:</p> <ul style="list-style-type: none"> fabricating or falsifying assessment processes and/or procedures, including awarding unwarranted or unearned marks or grades to students for assessable work altering, appropriating, destroying or otherwise interfering with documentation or data related to student assessment

	<ul style="list-style-type: none"> altering, appropriating, destroying or otherwise interfering with documentation or data related to one's own research or academic assessment or achievement arranging fraudulent academic credit or false transcripts or other documentation (e.g., letters, file notes, e-mails, etc.) for a prospective or enrolled student or staff member not reporting, or otherwise knowingly withholding information concerning, fraudulent behaviour or incite to fraudulent behaviour by any student and/or staff member using generative artificial intelligence (gen AI) without authorisation from the lecturer, or using it without declaring its use not verifying or critiquing what gen AI produces, which should not be relied upon to be accurate.
academic integrity	Academic and research honesty, including observance of ethical standards.
academic misconduct	<p>Academic misconduct is engaging in any form of academic dishonesty such as cheating, collusion, plagiarism, academic fraud, contract cheating, improper behaviour, or other types of dishonest academic practices. It may involve any or all of the following actions:</p> <ul style="list-style-type: none"> claiming or submitting the research or academic work of another as one's own procuring, providing, accepting or using any materials containing questions or answers to any examination or assignment without proper authorisation completing, or attempting to complete, any assignment or examination for another individual without proper authorisation in part or in full, allowing any examination or assignment to be completed for oneself, or by oneself for another person, without proper authorisation submitting a false medical certificate submitting incorrect, incomplete, or misleading information unauthorised use of generative artificial intelligence such as ChatGPT.
assessment	<p>Assessment is the process of gathering a range of evidence about students' learning and performance that enables judgements to be formed as to whether a student has achieved the specified level of knowledge, skill and/or proficiency of application and/or performance in relation to the learning outcomes appropriate for the level of the course in the Australian Qualifications Framework (AQF) and as specified learning outcomes for the unit of study and course as set out in the course materials/syllabus and unit learning outlines. The work must be original and reference ideas and works of others appropriately. Assessment may be text-based (e.g. essay, report, literature review, thesis) or non-text-based (e.g. performance, video recording, digital or interactive work, music composition, audio recording, or physical artefact). Some</p>

	<p>assessments do not permit the use of ChatGPT or other generative artificial intelligence (gen AI) tools. Confirm with your course lecturer what is permitted for a specific assignment prior to commencing.</p>
<p>disability</p>	<p>Defined in accordance with the <i>Commonwealth Disability Discrimination Act 1992</i>. Disability refers to physical, sensory, mental and intellectual disability; and other conditions listed below. In broad terms, a disability involves an alteration to a person's functioning and includes:</p> <ul style="list-style-type: none"> • total or partial loss of the person's bodily or mental functions, or • total or partial loss of a part of the body, or • the presence in the body of organisms causing disease or illness, or • the presence in the body of organisms capable of causing disease or illness, or • the malfunction, malformation or disfigurement of a part of the person's body, or • a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction, or • a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour. <p>Disability can be:</p> <ul style="list-style-type: none"> • temporary or permanent • apparent or hidden • slight, moderate, or severe • existing in the past or present. <p>The College also recognises students with additional special needs that can affect learning such as:</p> <ul style="list-style-type: none"> • mental health conditions (e.g., anxiety, depression, PTSD, bipolar disorder) • ADHD (e.g., predominantly hyperactive-impulsive, predominantly inattentive, and combined inattentive/hyperactive-impulsive) • autism • intellectual disability (e.g., various genetic disorders and infections) • medical conditions or ongoing illnesses (e.g., chronic fatigue syndrome, acquired brain injury, epilepsy, diabetes, stroke, cancer) • blind and vision impaired • deaf and hard of hearing

	<ul style="list-style-type: none"> • long COVID or post-COVID-19 syndrome • temporary conditions (e.g., broken arm, pregnancy) • specific learning difficulties (e.g., dyslexia, dysgraphia auditory processing disorder) • physical disorder (e.g., cerebral palsy, arthritis, muscular dystrophy, multiple sclerosis [MS]) • multiple chemical sensitivity (e.g., low level chemical exposure) <p>Such students are included in the term 'student with disability'.</p>
moderation of assessment	The quality assurance process and activities to ensure consistency, appropriateness, and fairness of assessment judgements, and to assure the validity and reliability of assessment tasks and criteria. Moderation is both internal and external. The College's external assessment moderation can be found within PO-STU-25 External Moderation of Assessment Policy and Procedures.
reasonable adjustment or reasonable accommodation	The support provided by the College for students with disability to ensure equal access to teaching, learning, and assessment. Reasonable adjustments are referred to in the <i>Disability Discrimination Act 1992</i> , Commonwealth Disability Standards for Education 2005, States and Territories legislation. Reasonable adjustments ensure that students with disability have access to and participate in a tertiary institute's academic, occupational and social activities. In making reasonable adjustments the College ensures that the academic integrity of courses and programs offered is maintained to the appropriate standards.
serious and unavoidable circumstances	The College classifies circumstances as serious and unavoidable if they: <ul style="list-style-type: none"> • could not have reasonably been anticipated, avoided or guarded against by the student; and were beyond the student's control • caused substantial disruption to the student's capacity for undertaking assessment for the unit(s) • occurred during an Event Critical Study Period and were at least three consecutive days duration or a total of five days within the teaching period • prevented completion of an assessment task scheduled for a specific date (e.g. final examination, in-class test/quiz, in-class presentation).
special consideration in assessment	An equity measure to ensure that the assessment of students may, in permitted circumstances, take account of unforeseeable adverse circumstances that impact negatively on the individual student's ability to demonstrate their learning achievements. It is a measure that may be used sparingly and only where genuine need is proven.
unit	A unit of study in a higher education course or a unit or subject in an ELICOS or foundation course.

5 Procedures

5.1 Assessment

All students enrolled in a coursework course at the College are required to complete all assessment items as part of their course. These assessment items may be either assignments or formal examinations or a combination of both.

Assessment practices should promote student engagement, support student learning and judge levels of performance.

Assessment tasks should be aligned with the objectives and teaching and learning arrangements of the course.

Assessment across the courses within a program should be coordinated to:

- a. ensure coverage and opportunities for students to achieve the learning outcomes for the program
- b. ensure coverage, development and achievement of the College's Graduate Attributes
- c. ensure consistency in the College's expectation of workload across courses
- d. spread assessment load and intensity across the study period
- e. provide a variety of types of assessment
- f. develop, support and monitor students' readiness to undertake more advanced course requirements and practice-based learning activities.

Standards of assessment are, in consultation with internal and external academics, established by the Chief Academic Officer for each AQF Qualification Level, and published in various locations, e.g. in the Staff Handbook, course unit regulations, sample assessment matrices, exemplar essays, and nominal grading distributions.

5.1.1 Assessment design

Course unit outlines provided to students at the commencement of each semester include a detailed description of each assessment task, its relative weighting, the criteria by which it will be evaluated, the time it is expected to take, submission modes and due dates, relevant resources and related advice.

Unit assessment packages are approved in the course accreditation process as representing generally agreed workloads and standards for each unit.

The nature of assessment tasks varies widely across the different disciplines and can feature a variety of media. Lecturers are encouraged to use a range of approaches to assessment. The key criterion for choice of assessment task and method is curriculum alignment, in which assessment tasks relate in mode and substance to unit learning outcomes. Assessment design should be developmental and promote increased complexity, challenge, and independence in learning.

The following types of tasks are currently used in assessing College courses:

- essays
- examinations/tests/quizzes
- critiques/evaluations/peer and self-assessments
- reviews/responses/observations/journals/summaries
- reports/research
- maps/diagrams/concept drawings/technical structures
- proposals
- literature surveys/annotated bibliographies
- interviews/survey instruments
- scripts
- music created (printed/recorded/performed)
- dance choreographed (notated/performed)
- portfolios
- art works in various media
- photographs
- designs and design works (e.g. graphic design, costume, set, lighting, sound)
- teaching programs/lesson plans/curriculum units
- teaching resource packages
- workshops
- briefs (industry-related)
- projects (research/creative)
- performances (musical, dramatic, dance/movement)
- productions (dramatic, dance, musical theatre)
- recitals/solo performances/performance practice
- technical assessments
- role-plays/simulations
- seminars/presentations
- teaching practice
- exhibitions.

Some assessments, such as projects, seminars, or presentations, may require group work. The briefs will be clear about the nature of individual contributions to the group process. Where the final assessment requires individuals to present some part or parts of the overall assessment, marks will differ for each group member according to their individual contributions. In cases where the assessment is presented as the work of the whole group, all group members will receive identical marks. Group work projects may only attract a maximum of 50% of the overall assessment marks.

In units requiring written assessments, students are usually assessed by means of three tasks, one of which is due relatively early in the semester. Even if the actual assessment is of only one piece of work (e.g. a substantial research project), an early portion/outline/proposal will be required to enable early diagnosis of likely learning challenges. Lecturers are expected to give students constructive feedback on assessment tasks in a timely manner in order to assist students to identify their strengths, address misconceptions and gaps in their understanding, and identify strategies for improvement.

Examinations are normally scheduled during the final week of the semester.

The College does not use norm referencing where an ideal distribution of grades across a class is predetermined. Rather, a criterion-referenced approach is used to reflect the way in which students vary in their ability to meet the established learning performance standards. Final grades are an expression of how closely students' work reflects the intended learning outcomes.

5.1.2 Assessment procedures

Heads of School and Program Coordinators (in consultation and collaboration with the Chief Academic Officer as appropriate) make standards of assessment clear to academic staff through staff meetings, professional development events and written communications.

Heads of School and Program Coordinators (in consultation and collaboration with the Chief Academic Officer as appropriate) ensure that assessments published in course unit outlines are consistent with College and AQF standards, contain detailed assessment criteria, and are consistent with course and unit learning outcomes and College Graduate Attributes.

Heads of School manage the assessment process within their school. The Head will ensure, in the induction of any new lecturers, that the issue of academic integrity is covered in some detail. Lecturers are referred to the Academic Integrity Framework for guidelines about strategies and resources to minimise plagiarism, and to the Academic Progress Monitoring and Intervention Policy and Procedure for guidelines about identifying students who may need assistance to achieve their learning goals.

Before the semester commences the Head provides the course unit outlines to lecturers, and then meets with staff to organise and approve assessment schedules and tasks as appropriate to ensure the best learning experience for students in that semester. Lecturers give their students an expanded course unit outline in the first class, discussing the assessment requirements in detail, and ensuring that the set tasks require students to apply the unit content, that the tasks measure students' achievement of the unit learning outcomes, and that they can be completed in the time allocated.

During the semester the Head must approve any variation made to assessment packages, after ensuring that students have been consulted and have agreed to the change. The Head also consults with lecturers during the semester for feedback on the effectiveness of assessment and the progress of individual students. When students are identified as being 'at risk', the Head will generally become involved in the intervention strategies. In the last class session, students are asked to complete an evaluation of the unit and their learning experience.

After the semester is completed, the Head receives the student feedback for each unit, together with a summary of student responses. The Head reviews this feedback with each lecturer and determines action to be taken where appropriate. The student feedback summaries and responses from the Schools are presented to the Learning and Teaching Committee (LTC) during the following semester. The feedback loop is then closed as the Head meets with the students to inform them of decisions made in response to concerns the students have expressed. Student feedback also forms part of the backdrop to the annual Staff Performance Review and Development Program.

5.1.3 Submitting an assignment

Students must submit (complete) all assessment tasks to qualify for a passing grade in the unit.

Assignments must be the student's own work or must include the student's contribution to group work as required by the course specification.

The marking criteria for assignments will be related to the learning objectives of the course.

The student must retain a copy of each assignment they submit. To avoid problems related to computers, students should regularly back up their work externally.

The College requires that all written text-based assignments be submitted electronically via ExO. Assignments will be analysed by Turnitin to detect plagiarism. A copy of the assignment may be retained on the College's database and used to make comparisons with other assignments in the future. Students should make sure that they receive and keep their electronic receipt after submission. Some units may require the submission of a hard copy as well. When an assignment is not suitable for submitting via ExO (e.g. artwork), students must follow the submission instructions in the course unit outline.

If granted permission to do so by the unit of study coordinator, a student may post an assignment to the appropriate lecturer. The postmark on the envelope must be on or before the date on which the assignment is due. In most cases, such date marking is only available by registering the mail at the post office.

Unless otherwise stated, all assignments must use the College [Academic Style Guide](#), which uses the American Psychological Association (APA) Publication Manual, 7th Edition. Incorrect use of the required style, or the use of another style unless specifically allowed, is likely to result in a diminished assessment grade.

If a student believes there has been an oversight, omission of marking, or mathematical discrepancy in the marking in relation to an individual assignment, group assignment or a student's individual mark on a group assignment, they may appeal their grade following the procedure outlined in the Student Grievance Policy and Procedure.

The College recognises situations occur that may impact the ability of students to complete assignments, and students may in these cases apply for an extension. For more information on extensions, see section 5.2 of this policy.

The due dates for assessment tasks are published in the course unit outline. A late submission penalty of 5 per cent per day applies to overdue work. This means that a student who submits work after the submission deadline will lose 5 per cent of their marks for each day between the due date and the date the assignment was received (as indicated on the assignment receipt).

5.1.4 Exams

- i. At the beginning of each academic year, the Heads of School are required to identify the examinations which will possibly run during that year.
- ii. Heads of School and Course Coordinators must ensure that students are made aware of the date, time, and place of all examinations.
- iii. Examinations are undertaken in either online or face-to-face mode.
- iv. Online examinations may be invigilated or non-invigilated.

Exam rules and expectations for students

- i. Candidate attendance at all examinations is compulsory and any candidate who fails to present themselves for an examination at the time and place published, except when prevented from doing so by illness or other sufficient cause, will be deemed to have failed that examination.

- ii. If a student has a serious illness, injury or circumstances arise that affects their ability to attend or complete an exam, they may have grounds to apply for special consideration or special arrangements.
- iii. Students are responsible for knowing their examination dates, times and locations and, where relevant, travelling to the venue.
- iv. Requests to vary the time and/or date of an examination due to exceptional circumstances will only be authorised by the Head of School, or delegate.
- v. In the case of invigilated examinations, unless it is permitted in the course outline or as an approved variation, a student must not have anything that could provide an advantage to themselves. Examples include, but are not limited to:
 - a. mobile phones in invigilated face-to-face examinations
 - b. electronic devices, including watches, wearable devices and headphones, other than those devices needed for undertaking the examination
 - c. calculators
 - d. books, notes or other documents including dictionaries
- vi. Students are expected to follow the instructions given by the exam invigilator during their exam. If students fail to follow a reasonable instruction from an invigilator, it may be treated as academic misconduct where penalties can apply.

Invigilated online examinations

- i. Students are responsible for ensuring that system requirements are met for all online examinations.
- ii. Students are not permitted to leave the view of the webcam, turn off their webcam, or turn off their microphone at any time during the examination.
- iii. Students who experience technical difficulties are permitted to call the IT Help Desk but must do so on speakerphone.
- iv. During online exams, only the browser window displaying the exam should be open. All other browser tabs, windows and applications must be closed.
- v. The invigilator is not responsible for notifying students of the time remaining in the exam. Students should keep an eye on the time remaining reflected on the exam screen – this is usually found on the top left corner and will be available throughout the exam.

Invigilated face-to-face examinations

- i. Students should present their student ID card upon entering the examination room for invigilators to check against the class list.
- ii. It is recommended that students arrive at least 15 minutes prior to the published start time. Students who arrive up to 30 minutes after the published start time will be permitted to enter the examination room but will not be allowed any additional time to complete the examination.

- iii. Students who arrive more than 30 minutes after the published start time will not be permitted to enter the examination room and will receive a zero mark for that examination.
- iv. Phones should not be visible once entering the exam room – use of phones is deemed cheating and will result in an immediate fail. Invigilators may choose to collect the phones or ask for them to strictly remain in the students' bags and out of reach.
- v. No other electronic devices (including smart watches) other than the one used for the exam will be allowed unless otherwise arranged by the School or forms part of a Learning Equity and Access Plan.
- vi. Students are not permitted to commence writing answers until instructed by an invigilator. All students must stop writing when instructed by an invigilator. At the end of the examination all students must remain seated until all examination booklets have been collected.
- vii. If a student needs to take a bathroom break during the exam, they cannot take their phone or any other electronic device with them.
- viii. Any communication between students including talking, hand signals and messaging during the exam is deemed as cheating and will result in an immediate fail grade for the students involved.
- ix. Headphones/earphones will not be allowed.
- x. No writing on hands or other visible body areas will be allowed for students undertaking the exam.

5.1.5 Inclusive assessment arrangements and reasonable adjustment for students with disability

Assessment arrangements should be organised to ensure that a student with disability is not unfairly disadvantaged in demonstrating that they can satisfy course learning outcomes. Reasonable adjustments typically include revising the assessment arrangements and, in those circumstances where this is not appropriate, offering an alternative mode of assessment. In the latter case, the student is expected to meet the same academic standards as other students, and all course learning outcomes must be assessed.

On approval by the Head of School, an oral test, viva voce, or both verbal and written combination can replace the appropriate assessment type to close gaps for a student with disability. Consequently, assessment markings must consider both written notes and spoken presentations.

Additionally, the assessment must maintain academic integrity, be considered equitable, fair, and reasonable, and provide the student with disability the ability to participate in education on the same basis as other students. Lecturers could also consider micro-assessments as reasonable adjustments. These design adjustments can occur throughout the semester, so long as they meet the overall unit outcomes.

The following adjustments may be made for exams, where agreed with the Disability Advisor at least four weeks before examinations commence:

- additional time of 25% of the assessment duration. For mild disability, 10–15 mins per hour for writing, reading, and cognitive load. Students may benefit from looking at the instructions and structure of examination papers before the exam so that any confusion and anxiety can be dealt with and minimised

- using large or lined print format or colour overlays
- providing or having access to assistive technology such as a PC or voice-activated PC (assistive technology)
- in exceptional circumstances, providing rest breaks, where a needs assessment report indicates such is required
- providing clean, unmarked dictionaries or specialist spell checkers
- providing separate venues
- providing personal assistance in the form of a signer, reader, scribe or prompter.

Only in exceptional circumstances can assessments that are written in a language other than English be assisted through the use of a scribe. In assessments where a scribe is exceptionally used, and criteria include the accuracy of spelling, a separate spelling test will be undertaken by the candidate.

In giving feedback, lecturers should be mindful that typical errors of students with a specific learning difficulty such as dyslexia include:

- omitted words or punctuation
- excessive or misplaced punctuation
- repeated phrases
- unsophisticated or simplified language use (often part of a strategy to reduce grammatical or spelling errors, but which does not necessarily denote unsophisticated thinking).

Alternative modes of assessment

In circumstances where adjustments to assessment arrangements are not sufficient to overcome the disadvantage of a student that is caused by their disability, the Disability Advisor will work with individual unit leaders to agree, with the approval of the Head of School and Learning and Teaching Committee, alternative modes of assessment. In determining alternative modes, the revised assessment must test the student's ability to demonstrate all course unit of study outcomes, including any related to effective communication.

Curriculum modification

The curriculum can be modified to the extent that students will be supported, as far as is reasonable, to develop the intellectual, practical, technical and transferable skills and the knowledge and understanding demanded within the published program specification. Where a student's disability prevents them from being able to develop specific skills (e.g. practical skills requiring good co-ordination), a program can be negotiated that allows the student, within the constraints of their disability, to develop and demonstrate skills, knowledge and understanding commensurate with the Higher Education Standards Framework (Threshold Standards) 2021.

Requesting and approving alternative arrangements

- A student must disclose their disability in order for their request for alternative assessment arrangements to be considered. A student may disclose their disability on their original admission application or by providing the Disability Advisor with a complete and signed Learning Equity and Access Plan Medical Practitioner Report.

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- ii. Students requesting alternative assessment arrangements should first discuss their needs with the Disability Advisor at the Student Support Centre.
- iii. Documentary evidence (medical or specialist) must be produced to support the request. This evidence should normally be no more than two years old at the time of the student making an initial application for alternative assessment arrangements and should have been conducted when the student was 16 years or older. In the case of dyslexia or another specific learning difficulty, a diagnostic report carried out when the student was aged 16 years or older will be sufficient.
- iv. Students must normally apply for alternative assessment arrangements at least four weeks before the date of the assessment.
- v. Late applications will not normally be considered unless directly related to the individual's impairment, although due consideration will be given to individual circumstances.
- vi. Students should discuss their alternative assessment needs with their course coordinator or the Disability Advisor. Requests for alternative assessment arrangements will normally be agreed between the student, the Disability Advisor and the Head of School where appropriate, after liaising with the course coordinator concerning learning outcomes.
- vii. Placements may require different adjustments to those made for academic study. Students should initially talk to the person responsible for arranging the placement about their needs, making reference to their College entitlements. The Disability Advisor may be able to offer additional advice should this be required.
- viii. The bearing of costs associated with reasonable adjustment will be negotiated with the student at the time of the Learning Equity and Access Plan being established. In general, if the student requires a support person in a classroom or regular situation (e.g. as a notetaker), the College will usually bear this cost unless adjustments are high-needs impact, such as a full-time support worker to manage food, restrooms and medication. If the student requires a support person in an assessment situation on campus (e.g. exam, skills assessment), the support person will be supplied by the College and the costs associated with the appointment of that support person will be borne by the College to ensure integrity of assessment is upheld.
- ix. Any student not satisfied with the outcome of a reasonable adjustment request should follow the procedure outlined in the Student Grievance Policy and Procedure.

Determination of reasonable adjustment

- i. Wherever practical, reasonable adjustment to the College policy or procedure will be made to meet the needs of a student with disability. There are three main factors to address when considering reasonable adjustments:
 - a. Whether the student is disadvantaged by the method of teaching or assessment
 - b. Whether the suggested adjustments would help overcome the disadvantage
 - c. Whether the adjustments are reasonable both in terms of proportionality and implementation.

- ii. To determine if an adjustment is reasonable, the following must be considered:
 - a. a student's disability, and any barriers, needs, or challenges that may affect that student throughout a subject or course
 - b. the views of the student or the student's advocate
 - c. whether the adjustment will impact on the academic standards or inherent course requirements
 - d. whether the adjustment creates an undue advantage for the student, or an undue disadvantage for another student
 - e. the costs and benefits to all parties of making the adjustment
 - f. the 'willingness to pay' the costs associated with the adjustment on behalf of either party.

For assistance in developing reasonable adjustments/accommodations, contact the Disability Advisor.

5.1.6 Reasonable attempt

Students will be judged to have made a 'reasonable attempt' at coursework, examinations or other unit or assessment tasks when, in the view of the Chief Academic Officer or their delegate, the task in question has been approached seriously and any failure is principally due to genuine student weakness, inability and/or misunderstanding. Token submission of coursework, token attendance at an examination, and/or other forms of insincere engagement or commitment will not be deemed to constitute a 'reasonable attempt'.

Examples of 'reasonable attempt' in coursework include, but are not limited to, responses that:

- a. show evidence of appropriate academic, creative and/or physical preparation according to the nature of the assignment
- b. are at least 50 per cent of the stipulated length
- c. broadly follow required formal guidelines, including with respect to satisfactory presentation
- d. are supported by a satisfactory attendance record and class participation.

Examples of 'reasonable attempt' in examinations and related assessment work include, but are not limited to, responses that:

- a. show evidence of appropriate academic, creative and/or physical preparation according to the nature of the examination
- b. are of sufficient length to indicate that the student has been engaged in responding for most of the designated examination period
- c. indicate effort has been put into the response while (for example) unintentionally misunderstanding the nature of the question or task
- d. are supported by a satisfactory attendance record and class participation.

Examples of 'less than reasonable attempt' in examinations and related assessment work include, but are not limited to, responses that:

- a. show little or no evidence of prior preparation
- b. show little or no evidence of effort, engagement and/or investment in the response itself
- c. constitute less than 50 per cent of the required length
- d. are not supported by a satisfactory attendance record and class participation.

In the case of a 'less than reasonable attempt', the Chief Academic Officer or delegate can rule that the work in question has not been effectively submitted, resulting in academic failure or any other appropriate outcome as determined by College policies and procedures.

5.1.7 Failing assignments

If a completed/presented assessment task weighted at 40% or over of the total marks receives a failing grade, a second assessment needs to be conducted by an independent assessor. The second assessor would normally be a colleague in the same academic field. The lecturer assigning the failing mark will consult with the Head of School who will arrange for a second assessment. Wherever possible the second assessor should provide independent feedback to the student. This may not always be appropriate (e.g. in relation to practical assignments that involve panel assessment) but should be provided when appropriate to guide student progress. Where performance-related assignments worth 40% of the total marks are assessed by the unit lecturer, good practice is that a second assessor be invited to participate in the assessment process in case a failing grade is indicated.

5.2 Extensions

- i. In general there are only four permissible types of circumstances for a late submission:
 - a. medical (with a medical certificate as supporting evidence)
 - b. bereavement (supported by funeral or similar notice)
 - c. official (evidence of studies being significantly interrupted by court, jury duty, immigration requirements, or similar official business, where student has no control of the timing)
 - d. unforeseen circumstances of a serious nature (beyond a student's control, for which the student is not responsible, and which will prevent the student from timely submission of an assessment task).
- ii. Where assignment due dates have been advertised well in advance (more than two weeks), the pressures arising from submissions of other academic work in a restricted time-period will not constitute a valid reason for the granting of an extension. The expectation will be for the student to develop an individual study timetable. Advice may be sought from academic staff in developing a viable work plan.
- iii. Extension applications will be considered at any time up to the assignment due date; however, students are strongly encouraged to submit a request for an extension at least 24 hours prior to the due date.

- iv. Lecturers are able to approve an extension to the assignment due date of up to five College working days. Students should apply for an extension for up to five working days by completing the [Application for Extension form](#) on the College website and submitting it to their lecturer.
 - a. If desired, the Head of School may delegate authority to a Lecturer to grant limited extensions of up to 2 weeks. If, and only if, such delegation has been made, a student may negotiate ONE assignment extension per assignment of up to 2 weeks with and at the discretion of the Lecturer.
- v. Where a student requires an extension of more than five College working days, or an additional extension of time beyond an already approved five College working days, to complete an assignment, they should email their lecturer requesting the extension. Heads of School are able to approve an extension of the assignment due date up to the last teaching day of the semester.
- vi. If a student requires an extension of more than 15 College working days to the assignment due date, a special consideration form must be completed.
- vii. Students may negotiate one assignment extension per assignment of up to 4 weeks (inclusive of and not in addition to any previously granted extension) with and at the discretion of the Head of School.
- viii. In exceptional circumstances, students with supporting medical or other relevant documentation may negotiate one assignment extension per assignment of up to 8 weeks (inclusive of and not in addition to any previously granted extension) with and at the discretion of the Chief Academic Officer or delegate.
- ix. Assignment extensions of over 8 weeks will not normally be granted.
- x. A student who has been given an extension needs to submit the assignment with either the lecturer's email approving the extension, or the approved Application for Extension form attached to avoid receiving a failing grade.

5.2.1 Awarding an E grade for a unit

- i. The E (Extension) interim grade may be awarded either in response to an application from the student coupled with a recommendation from the Lecturer, or by the Head in consultation with the Lecturer.
- ii. The E grade is an occasional departure from normal grading made only for good and serious reason and demanding early resolution.
- iii. The Head brings to the moderation meeting reasons for the use of the E grade together with a resolution timeline.
- iv. If approved, the Head formalises with the student the timeline and other expectations for resolution of the grade.
- v. The Head follows up to ensure the grade is resolved in a timely manner, reporting the outcome to the Registrar under the Amended Grades procedure.
- vi. The Registrar presents the Amended Grade for moderation.
- vii. If approved, the Registrar publishes the resolved final grade.

5.2.2 Special consideration

Students who require further support in completing assessment tasks may be eligible for special consideration. Refer to the Special Consideration Policy and Procedures for more information.

5.2.3 Resubmission

While studying, students may experience short-term circumstances beyond their control that impact on their ability to complete assessment components on time. The special consideration process is designed to support students in these situations. The opportunity to resubmit failed assignments or equivalent assessment tasks is not automatic. A student may be invited to resubmit an assessment task where the lecturer deems it important to support the student's learning and progress, and where it does not disadvantage other students or interfere with unit marking deadlines. Resubmission is not allowed if the original assignment was submitted late. In any case, a request for resubmission shall not be considered later than seven working days after the return of an assignment. A resubmitted task can only be awarded a 50% Pass. For example, if the task is worth 40 marks, the maximum mark a student can be awarded for the task is 20 or 50% of that mark; they cannot be given higher than this. This mark will be substituted in the unit total for the student before the grades are given.

In some cases, the outcome of an application for special consideration may also suggest the resubmission of assignments or reassessment.

5.2.4 Repeating a unit

If a student repeats a unit, all assessment work is to be completed, original and shall not include the prior work from previous semesters resubmitted.

5.3 Special consideration

5.3.1 Applying for special consideration

The [Special Consideration Form](#) is lodged on the College website via the Student Administration Forms page.

5.3.2 What is needed to apply

- **Supporting documents in English.** If all the necessary supporting documents are not provided, the College will not approve the application. The library on campus can be used to scan and upload documents. To translate non-English language documents, an accredited translation agency, such as [NAATI](#), should be used.
- **A short statement** giving specific dates and describing the impact of the illness, injury, misadventure or special commitment on the student's ability to complete their studies.
- **Details of the assessment item(s)** that are included in the application. The details can be found in the course unit outline.

A student can include more than one course unit or assessments for consideration on their application as long as the course unit or assessments were affected by the same illness, injury or misadventure.

5.3.3 Supporting documents

Special consideration applications should include the below specific supporting documents. The originals of these documents may be requested at any time during a student's enrolment at the College. These documents should include the period of time in which the student has been impacted, for example the start and end date of the illness, injury or misadventure.

Conditions of a sensitive or confidential nature

If the circumstances are of a sensitive nature, the student should indicate when they expect they will be able to complete their assessment or return to their studies. If the student needs more time at the end of this period, they may submit another application.

The student is not required to disclose the nature of their illness, injury or misadventure. In these circumstances:

- the student's professional practitioner can indicate that 'the student is suffering from an illness of a confidential nature'
- the student can state the basis of their request and that their condition or circumstances are of a confidential nature.

Documents for special consideration

Illness or injury

One of the following documents should be provided:

- a current professional practitioner certificate
- relevant supporting documents.

Personal misadventure or misadventure of a relative or close friend

The following documents should be provided:

- appropriate supporting documents (for example, eviction notice, police report).

Unexpected primary carer responsibility

The student should provide either of the following documents accompanied by relevant supporting documents:

- a professional practitioner certificate indicating primary carer responsibilities
- a statutory declaration indicating how primary carer responsibilities have impacted the ability to study accompanied by relevant supporting documents.

Attendance at funeral of a family member or close friend

The following documents should be provided:

- obituary, funeral notice or funeral program.

Only dates on the above documents will be applied, so if the student is experiencing ongoing effects limiting their ability to study or complete assessments, they should also provide:

- a professional practitioner certificate and any travel-related evidence indicating the extended dates of impact.

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Death of a family member or close friend

Provide the following documents:

- written evidence of the situation such as an obituary, funeral notice, or hospital or medical certificate
- a professional practitioner certificate listing dates that the student is experiencing ongoing effects limiting their ability to study or complete assessments.

Natural disaster

Provide the following documents:

- statutory declaration
- a copy of a public record such as a weather report or online media coverage.

Documents for special arrangements

Defence force or emergency service

- Official letter

Employer statement

- Official letter

Legal commitment

A copy of the summons, subpoena, court order or notice of selection for jury duty stating:

- the student's full name
- the reason for the student's commitment
- date/s of attendance required.

Parental or adoption commitments

A signed certificate on an official letterhead from a medical practitioner or midwife, or relevant adoption agency stating:

- expected date of birth or adoption
- either the period of time when the ability to study or complete assessments will be limited, or when the student expects to be able to complete assessments or return to study.

Religious beliefs

- A signed and dated statement, which includes the student's name, from the student's imam, pastor, rabbi or equivalent spiritual or community leader.

Sporting commitment representing the College, state or nation

- Official letter

5.3.4 Deadline to submit an application

Applications should be submitted via the Special Consideration Form on the College website as soon as possible and no later than the deadlines listed in the table below.

Reason	Deadline
Illness, injury or misadventure	By the third working day (11:59pm AEST) after the original assessment due date or sitting date of the exam.
If the application relates to attendance or missed placement days	By the third working day (11:59pm AEST) after the date of the missed classes or missed placement.
Special arrangement for an assessment or examination held during semester	At the date of commencement of semester in the case of religious commitments that might have an impact on assessments or examinations. For other unavoidable commitments the student must apply as soon as they become aware of the clash.
Special arrangement for an assessment or examination held in the formal College examination periods	14 days after publication of the examination timetable. Note: if the commitment is not known at this time, by the third working day (11:59pm AEST) after the special commitment date is known.

5.3.5 Submitting a late application

Late applications will be considered only if a reasonable explanation for the delay is provided. The student may be asked to provide evidence to support their lateness.

5.3.6 Post-submission and application outcome

- If able to do so, the student should continue to work on and submit their assessments or prepare to sit for their exams as not all applications are approved.
- If the student fails to attend a final exam or placement and their application is declined, the result may likely be a mark of zero for the assessment and, if the assessment is compulsory, a Fail (N) grade for the unit of study.
- The College will notify the student of a decision about their application to the student's College email address within four working days of their application.
- If the application is approved, the College will provide information on the consideration granted. This might, for example, be an extension of time, a replacement exam, or a new or varied evaluation. If it is declined, the College will provide the student with information about the reason and the student's options.

5.3.7 Assessing a special consideration application

Heads of School and relevant academic staff (e.g. Course Coordinator or lecturer) are responsible for assessing special consideration applications and notifying the student of the outcome of their application.

For a special consideration application to be eligible for approval, it must contain the relevant supporting documentation. Applications without relevant supporting documentation will not be approved.

Below are some examples of the kind of outcomes the student may receive.

Table 1. Outcomes of special consideration by assessment type, action and consideration

Assessment type	Student action	Consideration that may be granted
1. Final or in-semester exam	<ul style="list-style-type: none"> attended an exam and was affected by illness, injury or misadventure did not attend on the day of the exam due to illness, injury or misadventure 	<ul style="list-style-type: none"> replacement exam <p><i>The replacement exam may not cover the same topics as the exam that was impacted but will test the same learning outcomes. Other factors (such as the length, duration or structure of the exam) may also be different.</i></p> <p><i>If the student is unable to attempt the replacement exam due to illness, injury or misadventure, the student should apply for special consideration in respect of the replacement exam.</i></p>
2. Replacement exam	<ul style="list-style-type: none"> attended a replacement exam and was affected by illness, injury or misadventure did not attend on the day of a replacement exam due to illness, injury or misadventure 	<ul style="list-style-type: none"> alternative means of assessment (if possible) graded as Withdrawn (W) without academic or financial penalty <p><i>If student is granted a replacement exam which the student does not attend, and the student does not apply for further consideration, the student will be given a result of zero for the final exam. Any previous results that the student receives for the exam will no longer apply once the student has been granted a replacement.</i></p>

Assessment type	Student action	Consideration that may be granted
3. Placement (professional experience placement, internship, site visits)	<ul style="list-style-type: none"> attended placement and was affected by illness, injury or misadventure did not attend on the day of the placement due to illness, injury or misadventure 	<ul style="list-style-type: none"> a new or varied placement <p><i>The timing of the new or varied placement may impact the student's ability to progress within their course. In a small number of circumstances, a new or varied placement may not be available due to factors beyond the College's control.</i></p>
4. Creative assessments or demonstrations (performance, public recital, exhibition)	<ul style="list-style-type: none"> attended the creative assessment or demonstration and was affected by illness, injury or misadventure did not attend on the day of the creative assessment or demonstration due to illness, injury or misadventure 	<ul style="list-style-type: none"> new or varied evaluation alternative assessment <p><i>The new or varied evaluation or alternative assessment may not cover exactly the same items as the original assessment but will measure the same learning outcomes.</i></p>
5. Assignment, dissertation or honours thesis (non-higher degree by research thesis)	<ul style="list-style-type: none"> late submission of assignment, dissertation or honours thesis due to illness, injury or misadventure 	<ul style="list-style-type: none"> extension of time to be determined by the School, where the student is affected by circumstances of a longer-term nature
6. In-class assessment: tutorial quiz, or small test or small continuous assessment (worth less than 30%)	<ul style="list-style-type: none"> attended the tutorial quiz, small test or small continuous assessment and was affected by illness, injury or misadventure did not attend on the day of the tutorial quiz, small test or small continuous assessment due to illness, injury or misadventure 	<ul style="list-style-type: none"> mark adjustment a new or varied assessment <p><i>The new or varied assessment will measure the same learning outcomes.</i></p>
7. In-class assessment: presentation	<ul style="list-style-type: none"> attended the presentation and was affected by illness, injury or misadventure did not attend on the day of the presentation due to illness, injury or misadventure 	<ul style="list-style-type: none"> a new or varied presentation <p>The new or varied assessment will measure the same learning outcomes.</p>

Assessment type	Student action	Consideration that may be granted
8. Written group assignment or group presentation	<ul style="list-style-type: none"> one participant was affected by illness, injury or misadventure during preparation and/or presentation 	<ul style="list-style-type: none"> alternative assessment for the impacted student. Other group members may submit individual applications for special consideration if their ability to complete the written group assignment or presentation is affected
9. Attendance	<ul style="list-style-type: none"> attendance has not met the requirements for the course 	<ul style="list-style-type: none"> no penalties

5.3.8 Appealing a decision

If a student feels they have genuine grounds to contest a decision or the form of consideration granted, they may apply to have the decision reviewed. The student will need to follow the College's academic appeals process (see Student Grievance Policy).

5.4 Moderation of assessment processes

Moderation of assessment supports high-quality assessment practices, which are an important element of College quality assurance processes. External moderation is implemented through the College's benchmarking plan and PO-STU-25 External Moderation of Assessment Policy and Procedures. Internal moderation practices are documented below.

Each School is required to ensure that internal moderation practices are documented and specify:

- a. how assessment tasks are reviewed in relation to course objectives, student workload and, where applicable, professional accreditation requirements
- b. practices ensuring consistent, valid and reliable judgements are made about student performance in relation to learning outcomes within and across courses. This might include the use of:
 - i. marking guides
 - ii. second marking, where a second marker assesses a representative sample of student work
 - iii. double-blind marking, where high-value assessment tasks are marked independently by two assessors.
- c. how marks and grades are reviewed
- d. how the quality of feedback provided to students is reviewed
- e. any actions that may be required before results are finalised for the study period
- f. equivalent practices for alternative forms of course delivery such as offshore or external
- g. the nature and timing of external benchmarking of moderation practices.

The Deputy Chief Academic Officer oversees the moderating of the College's assessment practices at the end of each semester. Moderation involves Heads of School, lecturers, College academic external to the School, and the LTC. The Registrar's Office gives students their final grades after moderation. These grades could, at times, vary from the marks issued by lecturers during the semester.

5.4.1 School-based moderation

- i. At the end of each semester Heads/Directors and academic staff from each School meet to discuss assessment. The purpose of this meeting is to review assessment processes, procedures, and tasks – identifying where possible, deficiencies in assessment or inconsistencies in marks and modifying such marks as necessary.
- ii. As part of their internal moderation, Schools ensure that all elements of the grade spreadsheet are properly completed prior to being submitted to the Moderation Committee. Where Schools need further clarification or guidance, they should consult with the Academic Registrar to resolve these issues prior to submitting the grades.
- iii. Schools should include a process whereby the lecturers are required to submit comments to them at the end of each semester for all students who have failed or where one of the non-passing grades is submitted (this includes Incomplete, Unavailable, Withdrawn Fail, and Extension). Comments within the grade spreadsheet should explain the reason for failing, as well as any attempts and efforts that have been made by the lecturer and/or School to intervene with the student and support them. For example, comment that the student was contacted by phone or email, that they met with the Head of School, whether an extension or supplementary assessment was proposed, etc.
- iv. Schools should thoroughly check the grade calculations prior to or during their internal moderation meeting and seek support from the Learning Systems Administrator if they are having trouble with this aspect in the ExO gradebook. Schools are required to check the grade calculations for the upcoming semester before the semester begins (or at the very least prior to the first assessment submission) to ensure they are correct.
- v. On the basis of its deliberations, the school-based moderation meeting makes a recommendation to the Moderation Committee that the assessment results as amended be accepted as a true and accurate reflection of the academic performance of students in the given semester.
- vi. Schools should ensure that they send the grade spreadsheet to the Moderation Committee for review a minimum three days before the Committee meeting. In cases where grades cannot be provided early enough, the meeting should be rescheduled at the discretion of the Committee.
- vii. Marks and unit grades (as amended) are then presented to a formal Moderation Committee meeting including the Head of School, School academic staff, College academic external to the School, the Deputy Chief Academic Officer (DCAO), Academic Registrar, and Manager, Regulation and Accreditation (MRA). The Academic Registrar is responsible for the collation, capture, presentation, integrity and privacy of marks and grades across all units offered in each semester.

5.4.2 Moderation Committee meeting

- i. The Moderation Committee reviews the results provided by the schools at the end of their internal moderation meeting. These are provided a minimum three days prior to the scheduled meeting time, to allow the committee members time to reflect on and assess the results.
- ii. Each committee member analyses the results, checking specifically on the following areas:
 - a. range and spread of grades for assessment and unit total (DCAO)
 - b. submission of each assessment (Registrar)
 - c. attendance (DCAO)
 - d. special consideration (Registrar)
 - e. valid explanation of grades (fail, withdrawn, extension, etc.) (MRA)
 - f. valid explanation of grade moderation (borderline grades) (MRA)
 - g. consistency of marks where multiple lecturers have delivered/graded the same unit (DCAO)
- iii. Amendments to marks and grades are made and documented in the context of the formal Moderation Committee meeting as appropriate. Other information (e.g. reasons for grades awarded, notes on student progression, etc.) pertinent to assessment and moderation is also confirmed at the meeting.

5.4.3 Between-school moderation

- i. The Moderation Committee takes the amended results and recommendations from each formal School moderation meeting and compares these results across Schools. This cross-school comparison recognises that:
 - a. Marks, unit grades and (ultimately) qualifications are awarded by the College not any individual marker or School.
 - b. Heads of School, Program Coordinators and academic staff have a potential conflict of interest with respect to the awarding of marks and grades.
 - c. Students should not be unfairly advantaged or disadvantaged by idiosyncratic marking philosophies or practices that may arise from time to time in a given School or Schools.
- ii. On the basis of cross-school comparisons (which include descriptive and inferential statistical analyses of within- and between-school marks and grades), the Moderation Committee may make additional adjustments to marks and/or grades in order to ensure within-school consistency and between-school comparability of grades.

5.4.4 Approval of grades

- i. Grades as amended and confirmed by the Moderation Committee are presented to the Learning and Teaching Committee (LTC) for review and comment. At this stage the LTC may question and/or comment on any of the processes and/or results of any within- or between-school moderations of grades.

- ii. Once LTC accepts assessment results as a true and accurate reflection of the academic performance of students in the given semester, grades awarded for a given semester are made available to students by the Registrar.
- iii. The Academic Board receives moderation summaries from the LTC and reviews moderation processes and procedures as appropriate.

5.4.5 Post-Moderation Meeting

- i. A second meeting will take place with each School later in the semester, to be known as a Post-Moderation Meeting. This meeting is designed to take place midway through the following semester, with the purpose of:
 - a. confirming that all action items arising from the Moderation Committee meeting have been completed
 - b. ensuring that any amendments to grades made after the between-school moderation meeting have been correctly made and reflected in the system – both Paradigm and ExO.
 - c. reviewing the results of the previous semester with the results of previous iterations of the units
 - d. discussing improvements that can be made to the teaching of the unit by reflecting on the results and any issues that have been identified throughout the moderation process (continuous improvement).

5.5 Grades

5.5.1 Scale

Student performance is graded and notified according to the following scale. Letter grades only are published, not numerical marks.

Final grades

H	High Distinction	85%–100%	Outstanding level of achievement	4 GPA points
D	Distinction	75%–84%	High level of achievement	3 GPA points
C	Credit	65%–74%	Intermediate level of achievement	2 GPA points
P	Pass	50%–64%	Adequate level of achievement	1 GPA point
PC	Conceded Pass	46%–49%	A Conceded Pass can be awarded by the School (solely at their discretion) to a student who has otherwise met the learning outcomes, enabling the student to pass the unit	0.5 GPA point
N	Fail	< 50%	Inadequate level of achievement	0 GPA points

DNS	Fail – Did Not Submit	Student did not submit any assessments and as such has an inadequate level of achievement; student is deemed to be non-genuine and could be asked to 'show cause' to maintain their enrolment	0 GPA points
S	Satisfactory	Required level of achievement in a unit assessed only on a Pass/Fail basis	No impact on GPA
CS	Conditional Satisfactory	Required level of achievement will be reached through the satisfactory completion of an extension unit	No impact on GPA
RP	Research Pass	Required level of achievement for research work assessed only on a Pass/Fail basis	No impact on GPA
WN	Withdrawn Fail	Student withdrew from unit after the final date for withdrawal without penalty (NAP date) and before the end of semester	0 GPA points
W	Withdrawn	Withdrawal without academic or financial penalty	No impact on GPA
WNAP	Withdrawn – No Academic Penalty	Withdrawal without academic penalty after census date but before NAP date. Students are still financially liable for tuition	No impact on GPA
CR	Credit Granted	One or more of the normal requirements for completion of a course of study, such as not having to complete a particular unit of study, has been waived due to current or prior formal study.	No impact on GPA
RPL	Recognition of Prior Learning Exemption	One or more of the normal requirements for completion of a course of study, such as not having to complete a particular unit of study, has been waived due to current or prior informal and non-formal learning.	No impact on GPA

Interim grades

Questions about interim grades should be directed to the lecturer.

X	Extra Work Required	Additional work must be completed successfully for a 50% P (Pass) grade to be awarded. An X grade cannot be converted to a higher grade than a Pass grade
E	Extension	Unit extension granted, in exceptional circumstances, for a short time beyond the end of a semester. Any grade may be awarded on successful completion of all required work
I	Incomplete	Unit extension sometimes granted for a short time beyond the end of semester, usually as part of an intervention strategy for a student at risk. Only a 50% P (Pass) grade may be granted on successful completion of outstanding work
U	Result Unavailable	An interim grade to allow for unavoidable marking delays
NC	Not Complete	An interim grade issued when a unit has not yet finished
IP	In Progress	An interim grade issued at semester-end in a year-long unit

5.5.2 Explanation of grades

This section describes the general standards that students must achieve to obtain various results.

Final grades

High Distinction (H)	This grade will be awarded where there is evidence that a student has completed the required work for the unit at an outstanding level, and/or has completed considerable additional work in wider areas relevant to the unit, and/or has demonstrated the acquisition of an advanced level of knowledge, understanding, competencies, or skills at the <i>highest level</i> . The student would normally have attained an in-depth knowledge of matter contained in texts and set reading materials and undertaken extensive wider reading beyond that which is required or expected. The student will have consistently demonstrated an outstanding level of proficiency in applying a range of theories, approaches, methodologies and conceptual tools to professional practice, and in combining knowledge of the subject matter with original and creative thinking. This grade is reserved for recognition of the highest level of academic achievement expected of a student at a given unit level.
Distinction (D)	This grade is awarded where there is evidence that a student has undertaken all required work for a unit at a <i>high level</i> and considerable additional work in wider areas relevant to the unit. The student will have also demonstrated advanced knowledge, understanding, competencies and skills relevant to unit learning outcomes and assessment tasks. The student would normally have attained an advanced knowledge of subject matter contained in texts or set reading materials and have completed considerable wider reading. The student will also have consistently demonstrated a broad familiarity with a range of theories, approaches, methodologies and conceptual tools. This grade should reflect high-quality work beyond the basic requirements of the assessment tasks and a developing capacity for original and creative thinking.

Credit (C)	<p>This grade is awarded where there is evidence that a student has undertaken all required work for the unit and some additional work in wider areas relevant to the unit, has demonstrated a sound level of knowledge, understanding, competencies and skills relevant to learning outcomes and completing assessment tasks at an intermediate standard. The student will have attained a sound knowledge of subject matter contained in texts and set reading materials and have completed wider reading. The student will have demonstrated familiarity with a range of theories, approaches, methodologies and conceptual tools. Students should have a reasonable opportunity of attaining this grade provided they have demonstrated proficiency in the full range of course objectives and shown evidence of a sound capacity to work with the range of relevant subject matter.</p>
Pass (P)	<p>This grade is awarded where there is evidence that a student has undertaken the required work for the unit and has demonstrated adequate knowledge, understanding, competencies and skills relevant to learning outcomes and published assessment tasks. The student would normally have attained a sound knowledge of subject matter contained in the texts and reading materials and demonstrated a competent level of familiarity with relevant theories, approaches, methodologies and conceptual tools.</p>
Conceded Pass (CP)	<p>A Conceded Pass is a pass awarded by the School to a student which enables the student to pass the unit. This allows students who are just short of 50% to achieve a CP grade.</p> <p>The Conceded Pass is granted for the unit in which a student has received a final percentage of between 45% and 49%, which is a notionally a grade of N (Fail).</p> <p>The pass is conceded on the basis that a student's overall performance in other aspects of this unit i.e., attendance, participation and assessments, have been sufficiently strong to compensate for the deficient percentage in the unit. It is recommended that a student's performance in other units is considered when making the determination to award a CP grade.</p> <p>The student must also satisfy the lecturer that they have met the learning outcomes of the unit.</p> <p>A Conceded Pass cannot be awarded in a unit that is professionally or externally accredited. These units need the student to demonstrate that all requirements are passed.</p> <p>Only one Conceded Pass can be awarded per course.</p> <p>The PC grade is to be discussed at the School Internal Moderation Meeting and noted and reported by the Moderation Committee.</p>
Satisfactory (S)	<p>This grade is awarded where the student has evidenced the required level of achievement in a unit assessed only on a Pass/Fail basis. This type of unit normally includes assessment based on competency or participation and may include external assessment in the context of a professional placement. As with the Pass grade, there will be evidence that the student has undertaken the required work for the unit and has demonstrated adequate knowledge, understanding, competencies and skills relevant to learning outcomes. The student would have attained a sound knowledge of the subject matter and demonstrated a competent level of practice informed by relevant theories, approaches, methodologies and conceptual tools.</p>

Conditional Satisfactory (CS)	This grade is awarded in the final professional placement unit of pre-service teaching courses where the student's achievement of the required unit outcomes has been inadequate, and supervisors judge that the required level of achievement will be evidenced through the satisfactory completion of specified additional work. The additional requirement is for enrolment in a unit or completion of an external study focused towards those elements of professional practice that were inadequately demonstrated, for example, a further teaching placement or an English Language upgrade course. The CS grade always remains on the student's transcript. Completion of the stream requirements is indicated by an S grade in a subsequent unit or annotation of the transcript to certify external completion of specified requirements.
Research Pass (RP)	This grade is awarded where the student has evidenced the required level of achievement in a research unit assessed only on a Pass/Fail basis. Usually this is assessed by submission of a thesis. The student would have attained a sound knowledge of the subject matter and demonstrated a competent level of practice informed by relevant theories, approaches, methodologies and conceptual tools.
Fail (N)	This grade is awarded if a student is unable to demonstrate satisfactory academic performance in the unit and/or has failed to complete essential topic elements or required assessment tasks at an acceptable level, in accordance with unit objectives. This grade also applies where there is evidence of serious academic misconduct.
Did Not Submit (DNS)	Student did not submit any assessments. This grade is to allow for differentiation between a student that does not submit any work as opposed to a student that has attempted assessment tasks but still received a Fail grade.
Withdrawn Fail (WN)	This grade is awarded if a student has withdrawn from a unit after NAP date – the final date for withdrawal without academic penalty.
Withdrawn (WNAP)	This grade is reserved for students who withdraw from a unit before the NAP date, or who otherwise experience serious, unforeseen circumstances that were beyond their control, did not make their impact until after the NAP date, and prevented them from completing their study requirements.
Withdrawn (W)	This grade is reserved for students who withdraw from a unit before the census date, or who otherwise experience serious, unforeseen circumstances that were beyond their control, did not make their impact until after the census date, and prevented them from completing their study requirements.
Credit from Prior Learning (CR)	This grade is granted where the student's prior formal learning is demonstrably equivalent to learning acquired through successful completion of accredited units at Excelsia College. This grade may be granted on a basis of an established portability (articulation) agreement between the College and another provider; or where previous or concurrent study undertaken at registered tertiary demonstrates reasonable correspondence to coursework units offered by the College. Regardless of the course of study, credit and/or RPL is limited to 50% of the total credit points required to complete the award. Refer to the credit and RPL policy and procedure in REG-STU-01 Admissions Framework for more information on applying this grade.
Recognition of Prior Learning (RPL)	This grade is granted by the School and the Credit Review Committee where the student's prior informal or non-formal learning is demonstrably equivalent to learning acquired through successful completion of accredited units at Excelsia College. Professional and para-professional experience, subsequent professional development activities or training and other experience, through work or life, may be taken into account in the granting of RPL, provided that the learning can be documented, and the

	<p>applicant can demonstrate the standard they achieved from participating in these activities is comparable to the standard in the course in which they are seeking credit. Regardless of the course of study, credit and/or RPL is limited to 50% of the total credit points required to complete the award. Refer to the credit and RPL policy and procedure in REG-STU-01 Admissions Framework for more information on applying this grade.</p>
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Interim grades

Extra Work (X)	<p>This grade may be awarded where the student has almost reached a satisfactory level of achievement and, in the judgement of the lecturer, the completion of additional work and/or assessment tasks may assist the student to reach the level required for a Pass. The maximum that may be awarded upon grade conversion is a 50% P (Pass).</p>
Extension (E)	<p>This grade represents a unit extension granted, in exceptional circumstances, for a short period of time beyond the end of a semester. In general, there are only four permissible types of circumstances in which the E grade may be given: medical, bereavement, official, and unforeseen circumstances of a serious nature beyond the student's control. The normal expectation is that outstanding work will be submitted/presented before the beginning of the next semester of study. An E grade may subsequently be resolved to any grade on the completion of outstanding work.</p> <p>The E interim grade may be awarded for a unit:</p> <ol style="list-style-type: none"> if the completion and submission of the final piece (or pieces) of work is delayed by one of the same categories of personal circumstances applicable to assessment task extensions if the completion and submission of a final piece (or pieces) or work is delayed as part of an intervention strategy with a student at risk if the student is prevented from completing a final assessment task (or tasks) by a College- related circumstance (e.g. where performance facilities or assessors are not available before the final unit grades are due for moderation) where an external professional practice cannot be completed in time through circumstances arising from the organisation or supervision of the placement.
Incomplete (I)	<p>This grade represents a unit extension that may sometimes be granted at semester-end where:</p> <ol style="list-style-type: none"> the student is unable to finish required work in time for the required work to be assessed and a grade resolved by the beginning of the subsequent semester, and for documented reasons the student should not be given an N (Fail) grade. <p>The I (Incomplete) grade is typically awarded as part of an intervention strategy for a student at risk and requires the approval of the Head of School. All outstanding work must normally be submitted/presented before the beginning of the next semester of study. An I grade may only be subsequently resolved to a 50% P (Pass).</p>

Unavailable (U)	This result unavailable grade is issued in cases where there has been a delay in the marking process itself, and the results for a unit have not been reported in time for semester-end moderation.
Not Complete (NC)	This grade is issued at semester-end for a unit that is not yet due to finish, e.g. an intensive that commenced later in the semester.
In Progress (IP)	This grade can only be used for year-long units and is the grade issued at the end of the first semester.

5.5.3 Unit results procedure

- i. At the end of the semester each lecturer and/or the Head of School submits their assessment results using the College's learning management system (LMS). In consultation with the Academic Registrar, each Head checks the results to ensure accuracy and completeness.
- ii. Internal moderation occurs as per the moderation procedure below.
- iii. After the results are approved, the Registrar releases the results using the Student Management System. Results are withheld for students with any outstanding monies or library books. Once students have cleared debts or returned books, the Manager of Finance and Administration and the Library Manager notify the Registrar's Office, and student's results are released.

5.5.4 Amended results

Interim grades are E (Extension), I (Incomplete), X (Extra Work), U (Unavailable), IP (In-Progress) and NC (Not Complete). These grades require amendment, usually by the beginning of the following semester. Amended results are submitted by the Head of School and are signed off by the Chief Academic Officer and the Registrar's Office.

Students are issued amended results at the end of the semester on their Record of Studies with their semester results. Students should check with their Head of School or the Registrar for queries about the progress of amended grades.

E, I, IP and X grades

These grades require students to complete work in order to pass the unit. Where these results appear on a Record of Study, it is the student's responsibility to follow up these grades to an outcome. The explanation of these grades and the rules surrounding their issue and completion are outlined in the Student and Staff Handbooks.

U grade

The U grade does not require additional work from the student. The U grade signifies that the lecturer did not submit marks before the moderation of the semester's results. Once the marks are ready for submission, the lecturer or Head of School submits the results for any moderation prior to approval.

5.6 Academic integrity

For information regarding academic integrity, please refer to the [Academic Integrity Framework](#).

5.7 Privacy

Students' privacy must be protected in the assessment process. Assignments are submitted online or into a locked box and are held confidentially by lecturers during assessment. Marked work is returned directly to individual students or enveloped for posting and placed in the relevant pigeonhole. Materials related to an academic grievance are held in confidential storage for six months after the appeal is resolved.

6 Assessment standards articulated across AQF levels

	Level 6	Level 7	Level 8	Level 9		Level 10
	Associate Degree	Degree	Graduate Certificate/Diploma	Masters (Coursework)	Masters (Research)	Doctorate
Purpose of Assessment	The purpose of assessment at the Associate Degree level is to prepare students for paraprofessional work and further learning	The purpose of assessment at the Degree Level is to prepare students for professional work and further learning	The purpose of assessment at the Graduate Certificate/ Diploma level is to prepare students for professional practice and further learning	The purpose of assessment at the Masters (Coursework) level is to prepare students for advanced professional practice, and independent scholarship and research	The purpose of assessment at the Masters (Research) level is to prepare students for advanced independent scholarship and research	The purpose of assessment at the Doctoral level is to prepare students for professional leadership, advanced original research, and high-level independent scholarship
Requirements of Assessment	Assessment in the Associate Degree requires students to acquire, demonstrate and apply a broad body of technical and theoretical knowledge in a range of contexts in preparation for paraprofessional work and further learning	Assessment in the Bachelor Degree requires students to acquire, demonstrate and apply a broad and coherent body of technical and theoretical knowledge in a wide range of contexts in preparation for professional work and further learning	Assessment in the Graduate Certificate/ Diploma requires students to acquire, demonstrate and apply a specialised or refined body of technical and theoretical knowledge in a range of contexts in support of professional practice and further learning	Assessment in the Masters Degree (Coursework) requires students to acquire, demonstrate and apply an advanced body of technical and theoretical knowledge in a wide range of contexts in support of professional practice, scholarship and further learning	Assessment in the Masters Degree (Research) requires students to acquire, demonstrate and apply an advanced body of technical and theoretical knowledge in a wide range of contexts in support of research, scholarship and further learning	Assessment in the Doctoral Degree requires students to develop new knowledge and/or to develop new applications of existing knowledge , in one or more fields of investigation, scholarship or professional practice

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<p>Knowledge Threshold</p>	<p>Student assessment responses at the Associate Degree level are characterised, in one or more disciplines, by increasing breadth of technical and theoretical knowledge, with evidence of some depth in relevant underlying principles and concepts</p>	<p>Student assessment responses at the Degree level are characterised, in one or more disciplines, by increasing breadth and coherence of technical and theoretical knowledge, with evidence of depth in relevant underlying principles and concepts</p>	<p>Student assessment responses at the Graduate Certificate/ Diploma level are characterised by increasing command of a specialized body of technical and theoretical knowledge relevant to a specific discipline or professional area</p>	<p>Student assessment responses at the Masters Degree (Coursework) level are characterised by increasing command of an advanced body of knowledge that includes: (a) an understanding of recent developments in a discipline and/or area of professional practice, and (b) knowledge of research principles and methods applicable to a field of work and/or learning</p>	<p>Student assessment responses at the Masters Degree (Research) level are characterised by increasing command of an advanced body of knowledge that includes: (a) an understanding of recent developments in one or more disciplines, and (b) extended knowledge of research principles and methods applicable to a field of work and/or learning</p>	<p>Student assessment responses at the Doctoral Degree are characterized by: (a) command of highly advanced body knowledge at the frontier of a field of work or learning, including knowledge that constitutes an original contribution, and (b) extended and consolidated knowledge of research principles and methods applicable to the field of work or learning</p>
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	Level 6	Level 7	Level 8	Level 9		Level 10
	Associate Degree	Degree	Graduate Certificate/Diploma	Masters (Coursework)	Masters (Research)	Doctorate
Skills Threshold	<p>Student assessment responses at the Associate Degree level evidence:</p> <ul style="list-style-type: none"> cognitive skills sufficient to identify, analyse and evaluate information and concepts from a range of sources technical and creative thinking skills sufficient to demonstrate with some depth in a discipline a broad understanding of knowledge and ideas communication skills sufficient to interpret and transmit responses to sometimes complex problems; and to make a clear and coherent presentation of knowledge and ideas with some intellectual independence 	<p>Student assessment responses at the Degree level evidence:</p> <ul style="list-style-type: none"> cognitive skills sufficient to identify, review, critically analyse and evaluate information and concepts from a wide range of sources technical and creative thinking skills sufficient to demonstrate with depth in at least one discipline a broad and coherent understanding of knowledge and ideas communication skills sufficient to interpret and transmit responses to complex problems; and to present a clear, coherent and independent exposition of knowledge and ideas 	<p>Student assessment responses at the Graduate Certificate/ Diploma level evidence:</p> <ul style="list-style-type: none"> cognitive skills sufficient to investigate, consolidate, analyse, synthesise and apply specialised knowledge and information in order to identify and provide solutions to complex professional problems technical and creative thinking skills sufficient to demonstrate an applied understanding of specialised knowledge and ideas applicable to a specific discipline or professional area communication skills sufficient to conceptualise, analyse and transfer knowledge and ideas relating to complex theoretical, professional and 	<p>Student assessment responses at the Masters (Coursework) level evidence:</p> <ul style="list-style-type: none"> cognitive skills sufficient to investigate, consolidate, analyse, synthesise and apply advanced knowledge and information in order to identify and provide solutions to complex theoretical and professional problems technical and creative thinking skills sufficient to generate, evaluate and apply complex ideas, processes and concepts at an abstract level in the context of specific disciplines or professional areas communication skills sufficient to theorise, conceptualise, analyse and transfer knowledge and 	<p>Student assessment responses at the Masters (Research) level evidence:</p> <ul style="list-style-type: none"> cognitive skills sufficient to investigate, consolidate, analyse, synthesise and apply advanced knowledge and information in order to identify and provide solutions to complex theoretical and research problems technical and creative thinking skills sufficient to generate, evaluate and apply complex ideas, processes and concepts at an abstract level in the context of specific disciplines or research areas communication skills sufficient to theorise, conceptualise, 	<p>Student assessment responses at the Doctoral Degree level evidence:</p> <ul style="list-style-type: none"> cognitive skills sufficient to independently investigate, consolidate, analyse, synthesise and apply highly advanced knowledge and information in order to identify and provide original solutions to complex theoretical, professional and research problems expert technical and creative thinking skills sufficient to generate, critique and apply original ideas, processes and concepts at an abstract level in the context of specific disciplines, theoretical frameworks or research areas communication skills sufficient to

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			practical problems to a variety of audiences	ideas , to a variety of specialist and non-specialist audiences, relating to existing and emerging issues, problems and developments of professional, theoretical and/or practical interest	analyse and transfer knowledge and ideas , to a variety of specialist and non-specialist audiences, relating to research-based issues, problems and developments of professional, theoretical and/or practical interest	cogently present a complex description, analysis and evaluation of original research for external examination against international standards, and to communicate the results of this research to peers and the community
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	Level 6	Level 7	Level 8	Level 9		Level 10
	Associate Degree	Degree	Graduate Certificate/Diploma	Masters (Coursework)	Masters (Research)	Doctorate
Application of Knowledge and Skills Threshold	<p>Student assessment responses at the Associate Degree level demonstrate:</p> <ul style="list-style-type: none"> • emerging initiative and judgement in planning, problem solving and decision making with respect to paraprofessional practice • adaptation of knowledge and skills in a range of paraprofessional contexts and/or in pursuit of further studies in one or more disciplines • application of fundamental principles, concepts and techniques to known and unknown contexts and 	<p>Student assessment responses at the Degree level demonstrate:</p> <ul style="list-style-type: none"> • initiative and judgement in planning, problem solving and decision making with respect to professional practice and/or scholarship • adaptation of knowledge and skills in a diverse range of professional contexts and/or in pursuit of further studies in one or more disciplines • application of fundamental and advanced principles, concepts and techniques to known and unknown contexts and situations • responsibility and accountability for own learning and for professional practice in 	<p>Student assessment responses at the Graduate Certificate/Diploma level demonstrate:</p> <ul style="list-style-type: none"> • independent judgements with respect to specialised problems a range of technical or managerial contexts • adaptation of knowledge and skills in order to initiate, plan, implement and evaluate functions within varied specialised technical and/or creative contexts • independent application of specialised principles, concepts and techniques to known and unknown contexts and situations • responsibility and accountability for varied personal 	<p>Student assessment responses at the Masters (Coursework) level demonstrate:</p> <ul style="list-style-type: none"> • high level, independent judgements with respect to varied theoretical, practical and professional problems, in a range of contexts, roles and functions • with creativity and initiative, adaptation of knowledge and skills to emerging and existing contexts and situations in professional practice and/or for further learning • independent and innovative application of theories, principles, concepts and 	<p>Student assessment responses at the Masters (Research) level demonstrate:</p> <ul style="list-style-type: none"> • high level, independent judgements with respect to varied theoretical, practical and professional problems, in a range of contexts, roles and functions • with creativity and initiative, adaptation of knowledge and skills to emerging and existing contexts and situations in professional practice and/or for further learning and research • independent and innovative application of theories principles, concepts and techniques to a range of known and unknown contexts 	<p>Student assessment responses at the Doctoral level demonstrate:</p> <ul style="list-style-type: none"> • expert judgements with respect to diverse, complex and/or competing problems, in varied and sometimes conflicted theoretical, practical and professional contexts, roles and functions • with creativity, initiative, and intellectual independence, and with reference to original research; adapt knowledge and skills to emerging and existing theoretical issues, professional contexts, and problematic situations • independent and innovative application of complex theories principles, concepts and techniques to a

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	<p>situations</p> <ul style="list-style-type: none"> responsibility and accountability for their own learning and for work in collaboration with others within broad parameters 	<p>collaboration with others within broad parameters</p>	<p>outputs and for aspects of the work or function of others within broad parameters</p>	<p>techniques to a range of known and unknown contexts and situations</p> <ul style="list-style-type: none"> with high level personal autonomy and collegial accountability, take responsibility for the planning and execution of a substantial professional project, piece of scholarship, or capstone experience 	<p>and situations</p> <ul style="list-style-type: none"> with high level personal autonomy and collegial accountability, take responsibility for the planning and execution of a substantial research- based project, piece of scholarship, or capstone experience 	<p>wide range of known and unknown contexts and situations</p> <ul style="list-style-type: none"> with high level personal autonomy and collegial accountability, take responsibility for generating, evaluating and applying new knowledge, including in the context of emerging theoretical and empirical developments and ongoing professional practice
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7 Guidelines for ensuring assessments are universally designed for education (UDE)

Across the College and our classrooms, we have a diverse society of students with various prior experiences, preferences, needs, knowledge, skills, and abilities. Equally, these student cohorts range in age, gender, sexuality, faith, cultural and ethnic backgrounds, disability, language skills, literacy and numeracy levels, location (remote and local).

All teaching, service, and research stakeholders must reflect and meet diverse needs. Therefore, contributing to a positive, inclusive, and caring culture, the College's sustainable (EDI) practices are universally designed for education (UDE) and clear priorities that are essential for the College ethos to achieve its strategic aims. Furthermore, we should be open and accessible to the feedback loops regarding policy, systems, programs, resources, self and others, from the initial student engagement to beyond graduation (alumni).

UDE combines universal design, universal design for learning and WCAG (Web Content Accessibility Guidelines) principles. The [Universal Design for Learning \(UDL\) framework with guidelines](#) is regarded as a model of choice for more significant student equity and respect for diversity and inclusion. UDE ensures access for all students, and UDL is done at the point of design, not delivery or when assessing, therefore minimising the need for accommodations. However, it may only partially remove the need for adjustments from time to time. For assistance in developing reasonable adjustments/accommodations, contact the Disability Advisor.

According to CAST, a universally designed for learning (UDL) curriculum in formal and informal settings recognises the distinctive nature of the learner and addresses differences by offering three main principles:

1. **Multiple means of representation:** Present information and content in a different way (recognition, the why of learning)
2. **Multiple means of action and expression:** Differentiate the ways that students can express what they know (skill and strategies, the what of learning) and
3. **Multiple means of engagement** (caring and prioritising, the how of learning)

7.1 The CAST principles through EXCELSIA

The examples provided below provide an outline to each CAST principle's aim through the acronym EXCELSIA.

1. (E) Ecological, equitable educational experience

- Equitable change is planned across teaching, learning and assessment.
- Instruction is scaffolded, understandable, relevant to all students and accessible to students with diverse abilities.
- Information is available in various formats simultaneously and at the same cost (i.e., workbooks are available on USB, in print form and on the internet).
- Assessment is carried out with flexibility in mind.

2. (X) Flexible material and instruction

- Inclusive change is planned across teaching, learning and assessment.
- Students can choose how they access material (i.e., formal lectures are supported by online material, practicals, intensives, labs and tutorials) and are available at different times of the day.
- Material is designed to accommodate the broadest range of users.
- Material is adapted to suit all learning paces (i.e., lecturers pause after critical points, and fast learners can move forward)

3. (C) Clear and concise

- Material has a predictable structure and clear instruction.
- Material is easy to understand and logically sequenced according to its importance.
- Instruction occurs in a predictable manner and format.
- Material such as notes and websites are offered in a clear, easy-to-read format.
- Feedback is adequate and timely.

4. (E) Perceptible information

- Diverse change is planned across teaching, learning and assessment.
- Information is communicated in multiple ways (i.e., visual and auditory).
- Websites follow the Web Content Accessibility Guidelines (WCAG).
- Information is compatible with assistive technology (accessibility and readability checks).

5. (L) Learning hazards are minimised

- Mistakes are tolerated (i.e. a homepage link in all ExO web pages allows the user to return home if they make a mistake or are lost).
- Instruction anticipates variation of skill and ability.
- Advanced notice about essential tutorials and lectures is provided.
- Students are encouraged to get help proofreading documents (assistive technology etc.).

5. (S) Support and eliminate the unnecessary physical effort

- Non-essential physical effort is minimised.
- Students have the opportunity during class to change their posture or position (i.e. provided rest breaks or the opportunity to take their medication with food for longer sessions).

7. (I) Inclusive design is accessible

- Teaching, learning and assessment is developed using fundamental building blocks. Inclusion is about accommodating diversity (e.g., disability, neurodiversity, social diversity and so on).
- Standard assessment adjustments should be anticipated. Different tensions may need to be balanced.

- Inclusive assessment practice embodies a mindset that focuses on collaboration, engagement, and continuous improvement. Assessment is the key to gathering information formatively and integral to moving students forward in a learning environment.
- Instruction and information are scaffolded and equally available to people with different physical characteristics and communication needs.
- Learning environments cater for assistive technology.

(A) Accountability, evaluation and reflect

- The evaluation phase allows for iterative improvement and overlaps intensely with the planning phase. A key challenge is noticing blind spots when considering others' perspectives.
- Assessment design is considered in light of student submissions. How did the assessment task enable diverse students to express or demonstrate their capabilities?
- Students' experiences are considered. What patterns of underperformance or failure might need further investigation?
- Assessment design is evaluated. What were students asked to do or know, over what time and in which space?
- Successes are shared. Who else would benefit from this work? What opportunities do you have to share with others?

7.2 Good practice

Good practice considers the following:

1. Begin with what you are already doing.
2. There will be specific practices in your teaching now that align with UDL principles, EDI guidelines, and checkpoints – acknowledge and recognise these and keep doing them.
3. Push yourself and employ a growth mindset to look for one more guideline or checkpoint and focus on improving that one until it becomes second nature.
4. Add one more task improvement when implementing anything new. Start small, then scale up for success.

Ask these questions:

- What are the key learning outcomes, and how are they linked to the assessments?
- How will students demonstrate and achieve these learning objectives?
- Where are gaps in students' understanding of important topics?
- Are you teaching in engaging and relevant ways that help address these gaps?
- Are students truly learning what you are trying to teach?
- What is the pedagogical purpose behind a particular requirement, how does it achieve that purpose, and are there other ways of achieving this? e.g. Are formal examinations the best or only method to assess specific learning outcomes?

- Would the learning outcomes be essentially altered if a particular requirement were removed or substituted?
- Which students (types) are ready to move on, and which require a different pathway?
- Where could formative checkpoints be slotted into the course to help when summative assessments are due?
- What are you already doing that you can build on?
- What could you improve on? What are you not doing? Building on your strengths, and addressing challenges, produce the most significant impact on your practice.
- Who is the audience for these materials? What learning needs do they have?
- Are these resources appropriate for this audience? How will they access and engage with the materials?
- Can you give your students options for showcasing their learning?
- Can you vary how you present information using multimedia (videos, manipulatives, texts)
- Can you vary how you share feedback with students? (voice notes, digital annotation tools, progress graphs)
- Where in the assessments can you provide opportunities for students to make more significant personal connections?
- Is there any particular impact from the requirement on people with disability? e.g., class participation, placement, or field trips may be more difficult for a student who uses a wheelchair.
- Could the learning outcome be achieved by an alternative requirement with a less discriminatory impact? e.g. Could students complete an oral viva voce rather than a written paper to demonstrate their knowledge of a topic? (Note: In this case, assessment markings must consider both written notes and spoken presentations.)
- If a requirement involves a particular skill, is the actual skill required, or is it the application of knowledge to the task required? e.g. Is it necessary for a student teacher to conduct an experimental procedure rather than have the knowledge to instruct another person to do so?
- Are there alternative ways students could demonstrate that they meet the learning outcomes? e.g., Time-limited exams require students to work under pressure in addition to them demonstrating their knowledge.
- How can you incorporate assistive technology?
- How has COVID-19 impacted what students know?
- Have changing circumstances, practices, or technology made a previous requirement redundant? e.g. Are there any manual requirements that are now no longer required by employers or associations as it widely accepted or expected in a digital medium?

- What barriers might students experience in the learning or assessment environment? How can you improve the environment to remove the barriers?

In addition to the above:

- Use a readability tool to assess the task information that the students will read through for statistics to indicate the reading age of the content.
- Always run accessibility checks (e.g. in MS Word) when creating digital media to investigate where improvements can be actioned in the document.
- It is good practice to state within the course outline whether the course content meets universal design principles. This may include indicating if videos are captioned, if students have the option of activating any assistive technology, if transcriptions will be available, whether websites meet accessibility standards and if resources are in accessible formats. This allows students to identify any further preparations that may be required.

7.3 Inclusive language

For guidelines on how to ensure communications, including assessments, are inclusive of all College staff and students, please refer to GUI-STA-03 Editorial Style Guide.

8 Document status and governance

Responsible Officer	Chief Academic Officer	Date created: April 2023 Date of last review: April 2023
Approving Authority	Academic Board	Meeting date: 4 May 2023 Agenda item number: 8.5
Endorsement	Learning and Teaching Committee	Date endorsed: 18 April 2023 Agenda item number: 8.2.4
Publication	Version 1 (Public)	May 2023
Related documents and references	External documents AAIN Generative Artificial Intelligence Guidelines Age Discrimination Act 2004 (Cth) Anti-Discrimination Act 1977 (NSW) Australian Human Rights Commission Act 1986 (Cth) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Higher Education Standards Framework (Threshold Standards) 2021	

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	<p><u>Higher Education Support Act 2003 (Cth)</u></p> <p><u>Racial Discrimination Act 1975 (Cth)</u></p> <p><u>Sex Discrimination Act 1984 (Cth)</u></p> <p><u>TEQSA Guidance Note: Course design (including learning outcomes and assessment)</u></p> <p><u>TEQSA Guidance Note: Credit and recognition of prior learning</u></p> <p><u>United Nations Convention for the Rights of People with Disabilities (UNCRPD)</u></p> <p><u>Universal Design for Learning (UDL) framework with guidelines</u></p> <p><u>Universities Australia (AVCC) Guidelines for Students with a Disability 2006</u></p> <p>Internal documents</p> <p><u>ACA-STU-01 Academic Integrity Framework</u></p> <p><u>GOV-PLA- 01A Learning and Teaching Plan Summary</u></p> <p>GUI-STA-03 Editorial Style Guide</p> <p><u>HAN-STA-01 Staff Handbook</u></p> <p><u>HAN-STU-01 Student Handbook</u></p> <p><u>Learning Equity & Access Plan Medical Practitioner Report</u></p> <p><u>Learning Equity and Access Plan</u></p> <p><u>POL-STU-24 Disability Policy</u></p> <p><u>PO-STA-06 No Harassment and Discrimination Policy</u></p> <p><u>PO-STU-05 Academic Progress Monitoring and Intervention Policy</u></p> <p><u>PO-STU-06 Student Grievance Policy and Procedure</u></p> <p><u>PO-STU-25 External Moderation of Assessment Policy and Procedures</u></p> <p>PPR-STU-31 Student Support Centre Policy and Procedure</p> <p><u>PRO-STU-24 Disability Procedure</u></p> <p><u>REG-STU-01 Admissions Framework</u></p> <p><u>REG-STU-02 Student Lifecycle Framework</u></p> <p><u>STU-AC-F24 Application for Extension</u></p> <p><u>STU-G40 Academic Style Guide</u></p> <p><u>WP-STU-26 Academic Progress Monitoring and Intervention Procedure</u></p>	
HESF	1.4, 2.2, 3.1, 5.2, 5.3	
Review date	Review of Version 1	May 2026

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9 Document history

This policy framework has been amended as follows:

Version	Approved by and date	Sections amended