

# Assessment Policy

## Purpose

The purpose of this policy is to provide a set of principles to underpin assessment practice at the Whitecliffe Institute of Creative Arts and Technology ('Whitecliffe'). It outlines the responsibilities and obligations of staff and students regarding assessments and specifies the procedures for the conduct, submission, and evaluation of assessments at the Institute.

## Scope

This policy applies to all students enrolled at Whitecliffe and all staff involved in evaluating and marking assessments.

## Related Policies

This policy should be read in conjunction with the following Institute policies:

- Misconduct Policy and Procedure
- Complaints and Appeals Policy and Procedure
- Monitoring Academic Progression Policy and Procedure
- Reasonable Adjustment Policy and Procedure
- Academic Integrity Policy
- Attendance and Participation Policy

All documents referenced in this policy can be accessed via the [Forms & Policies](#) section on the homepage of the Institute website.

## Related Legislation

- Higher Education Standards Framework (Threshold Standards) 2021
- Higher Education Support Act 2003
- TEQSA Act | Tertiary Education Quality and Standards Agency
- Education Services for Overseas Students Act 2000
- Education Services for Overseas Students Regulations 2019
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- Privacy Act 1988

## Definitions

For the purpose of this policy, the following definitions apply:

<b>Australian Qualifications Framework (AQF)</b>	means the national policy for regulated educational qualifications in Australia
<b>Assessment</b>	means a process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration
<b>Artificial Intelligence (AI)</b>	means, in the context of academic work, AI could potentially be used in various ways. For example, students might use AI tools to generate essay content, complete data analysis, solve complex problems, or even to write code.
<b>Assignment Extension</b>	means when a student asks for permission to submit an assignment late because of a special circumstance, without a penalty on their marks
<b>Compassionate or Compelling Circumstances</b>	means circumstances beyond a student's control that significantly impact a student's course progress or wellbeing
<b>Grade Distributions</b>	means analysis of the grouping of grades using data by unit, course of study, student cohort or other grouping
<b>Grades</b>	means grades for a unit that have been approved by Academic Board
<b>Graduate Attributes</b>	means generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning, that have application in study, work, and life contexts
<b>The Institute</b>	means the Whitecliffe, including staff, affiliates, and contractors
<b>Late Assignment Submission</b>	means when a student submits an assignment after the due date without permission, with the possibility that they may incur a penalty in their marks
<b>Learning Management System (LMS)</b>	means the system used to monitor, provide, and deliver learning materials and resources and record student learning outcomes and results
<b>Learning Outcomes</b>	means the expression of the set of knowledge, skills and the application of the knowledge and skills a student has acquired and can demonstrate as a result of learning.

<b>Moderation of Assessment</b>	means quality assurance, control processes, and activities such as peer review that aim to assure consistency or comparability, appropriateness, and fairness of assessment judgments; and the validity and reliability of assessment tasks, criteria and standards –
<b>Qualification</b>	means: <ul style="list-style-type: none"> <li>• degrees, diplomas, certificates, professional titles, and/or professional standing that an individual acquires through recognised study or experience</li> <li>• the outcome of an assessment and validation, and process that determines that an individual has achieved relevant learning outcomes and the necessary competencies in relation to required standards and/or processes</li> </ul>
<b>Recognition of Prior Learning (RPL)</b>	means credit awarded for previous study or work experience related to subjects in a course of study
<b>Special Consideration</b>	means an exceptional circumstance or adverse condition which may affect the outcome of an assessment
<b>Student</b>	means a person who is currently enrolled in a course of study at Whitecliffe; former students are not included
<b>Supplementary Assessment</b>	means when the Institute provides a new item of assessment designed to allow a student an additional opportunity to demonstrate that they have achieved the learning outcomes of the unit
<b>Team Assessment</b>	means an assessment procedure in which students work together in groups to prepare, produce and (in some cases) present their work to the specifications in the Assessment Brief. Students may be graded individually for their specific contribution to their team’s overall work
<b>Unit of Study (Unit)</b>	means a single component or subject that a student undertakes as part of a course of study

## Policy Statement

An overall assessment strategy for each unit is developed to reflect the integration and application of skills and knowledge and to align tasks with the learning outcomes for that unit constructively.

Students are given detailed assessment information in the unit outline and assessment briefs on the Learning Management System (LMS), as explained in class.

Students must:

- Set out and submit their work according to the instructions given in the assessment brief,
- Retain a copy of all assessments submitted for marking,
- Make a reasonable attempt at all assessment tasks to be eligible to complete the unit, and;
- Achieve a combined assessment result of at least 50% to pass the unit.

## Principles

The following principles apply:

1. Assessment is focused on the application of knowledge and skills at the required course level as specified in the Australian Qualifications Framework (AQF).
2. Assessment complies with the principles of fairness, equity, validity, reliability, flexibility, authenticity, and sufficiency.
3. Assessment strategies are designed to ensure constructive alignment of tasks with the learning outcomes for a unit of study and provide evidence as to whether the learning outcomes have been achieved.
4. The assessment process is consistently applied across the Institute's campuses and its courses.
5. The assessment process facilitates credit recognition towards AQF qualifications and recognition of prior learning, and recognition of professional experience.
6. The assessment process confirms that graduates have satisfactorily achieved the requirements for the award of the qualification.
7. Assessment strategies for each unit are validated and reviewed regularly through reference to external consultation.
8. Students are provided with clear and transparent information on course and unit of study assessment requirements.

## 1. Responsibilities

### 1.1. Student Responsibilities

Students have a right to:

- clear and consistent information on assessment
- timely feedback on assessment papers (within 10 working days of submission)
- review of their marked assessment papers
- academic skills support
- appeal against an aspect of the assessment process
- appeal an assessment decision made based on procedural anomalies or error

Students have a responsibility to:

- maintain high standards of academic honesty and integrity

- abide by assessment and related policies and procedures
- submit assessment tasks by the due date and attend examinations
- attend classes and advise lecturers when unable to attend
- provide supporting documentation when applying for an extension or special consideration

## 1.2. Whitecliffe Responsibilities

Whitecliffe has a responsibility to ensure that:

- assessment practices are clear and consistently applied across the institution
- assessment information is provided to students and the Institute in a timely manner
- assessment feedback is provided to students promptly (within 10 working days of submission)
- assessment tasks reflect the relevant learning outcomes of the unit and the level of the course
- Marker examination papers are retained for review, if required
- review assessment results and moderate as required
- student privacy is maintained on assessment matters
- assessment appeals are convened promptly

## 2. Extension of Time to Submit

A student may apply to the Course Coordinator for an *Extension of Time to Submit*, along with written evidence to support the student's claim that the extension of time is needed because of circumstances beyond their control. The Course Coordinator will normally respond to the request as soon as practicable, advising whether the request has been granted and the revised submission date. Course coordinators will maintain a record of the number of extensions for each unit as part of the end of trimester moderation process. This information will help Whitecliffe support students with their studies.

### 2.1. Grounds for Extension

An extension can be sought on the grounds of Medical, Technical, Compassionate or Compelling, and Extenuating circumstances (Table 1).

**Table 1. Grounds for Extension**

Grounds for extension	Evidence	Further Details
Medical	Doctor's certificate or similar	<p>The Institute does not consider the following to be a significant impairment:</p> <ul style="list-style-type: none"> <li>• Minor ailments including, but not limited to; colds, minor respiratory infections, minor gastric upsets, menstrual irregularities, and/or headaches.</li> <li>• Stress or anxiety levels normally associated with study.</li> </ul>

		<ul style="list-style-type: none"> <li>Ongoing medical conditions that are currently being managed unless there has been an exacerbation of that condition.</li> </ul>
Technical	Screen shots, emails from service provider, or similar, and/or statutory declaration	<p>The Institute does not consider the following to be grounds for an extension for technical reasons:</p> <ul style="list-style-type: none"> <li>Submission of an incorrect file, misreading submission dates, misreading unit outline, not saving a backup version of the file, and/or battery running out, and/or lack of access to wifi or other technology</li> </ul>
Compassionate or compelling circumstances	Statutory declaration	<p>The following are examples of events and/or occurrences for compassionate or compelling grounds:</p> <ul style="list-style-type: none"> <li>Death or illness of an immediate family member, car or transport accident, natural disaster, political upheaval, disruption to family life, victim, or witness of a crime, and/or end of a significant relationship.</li> </ul> <p>The Institute does not consider the following to be grounds for an extension for compassionate grounds:</p> <ul style="list-style-type: none"> <li>Employment commitments, balancing workloads, misreading exam timetables, travel, normal childcare responsibilities, and/or sport, social, or leisure commitments.</li> </ul>
Extenuating circumstances	Evidence of event or occurrence, and/or statutory declaration	<p>The following are examples of events and/or occurrences for extenuating circumstances:</p> <ul style="list-style-type: none"> <li>Military leave, legal issues, elite athlete, jury duty, religious obligations, and/or Emergency Management Services (e.g., volunteer firefighter)</li> </ul> <p>The Institute does not regard travel, balancing workloads, and/or overlapping study periods as extenuating circumstances.</p> <p>In the event of a local, state, national, or international event that impacts upon a student and/or student group, the Institute will put in place mechanisms to enable students to engage with their studies. This will be on a case-by-case basis.</p>

## 2.2. Requesting an Extension

Extensions should be sought in writing five working days before the stated due date for the assessment. Extensions sought between four working days and the date of submission may be approved at the discretion of the Course Coordinator. Extensions will not normally be granted after the due date has passed.

## 2.3. Requesting an Extension Due to Technical Issues

If a student experiences technical issues that prevent that student from submitting a task, the student will need to contact Student Services via email within one working day of experiencing the technical issue. Students must provide supporting evidence of the technical issue in the form of a short personal statement outlining the technical

difficulties. The student must also include screenshots of error messages and technical difficulties. The student may also be required to provide supporting evidence relating to the technical or connectivity difficulties. Student Services will notify the Course Coordinator(s) of the issues experienced and the Course Coordinator, at their discretion, may direct the student to the assessment in an alternative way or may grant the student time to resolve the technical issue.

## 2.4. Duration of Extension

Extensions are normally capped at a period of five working days after the due date unless there are circumstances that justify a longer period of extension. Special consideration may be sought to support students that require a longer period of extension that may impact upon their ability to engage with unit content and assessments (see Section 4 of this policy).

## 2.5. Late Submission Penalties

Where a student submits an assessment item after the published submission date without an approved application for an Extension of Time to Submit, the Course Coordinator will normally apply a penalty of five (5) percentage points of the total available marks for the assessment item for each calendar day late. After 10 working days, a student will receive a mark of zero for the assessment. The assessment must be submitted to prevent a Fail Incomplete grade from being recorded on the student's academic transcript.

## 3. Supplementary Assessment

A supplementary assessment will be provided when an extension of time to submit or special consideration has been granted, but the integrity of the original assessment item (e.g., a time-sensitive take-home test) is compromised because of the delay. In this case, the Course Coordinator is responsible for devising and administering the supplementary assessment. A student may be granted a supplementary assessment as the result of an application under the Complaints and Appeals Policy or in extenuating circumstances at the discretion of the Chief Academic Officer.

## 4. Attendance

If a student is unable to attend a scheduled class (or series of classes), they must notify Student Services of the expected duration of the absence within three working days of the missed class(es). Supporting evidence, such as an original medical certificate, must accompany the notification.

Attendance, participation, and engagement are integral to each unit, and failure to meet these elements may result in the student being unable to fulfill all requirements of the unit, thereby hindering their academic progression through the course.

Scheduled classes—including lectures, tutorials, seminars, and workshops—are essential components of the program delivery at Whitecliffe. Non-attendance or lack of participation in learning activities may prevent students from achieving the unit learning outcomes and meeting the course requirements, placing them at risk of failing.

Students who fail to attend more than four classes out of the total twelve classes for the trimester may face the following consequences:

- Academic penalties,
- A fail grade, or
- Withheld grades until specific requirements are met.

The severity of these outcomes will be determined based on the extent of the student's absences and their academic record, including any prior breaches of academic integrity, misconduct, or unexplained absences from current or previous trimesters.

For more information on attendance and participation refer to the Attendance and Participation Policy.

## 5. Conceded Pass (CP)

Students may be awarded a Conceded Pass by the Course Coordinator, where:

- Their unit score is less than 50% but not less than 47%, and
- The student must not have received any penalties for misconduct or have had any academic suspensions, and
- The student must have an average mark of not less than 60% across all completed units of study, not including the unit under application, and
- A student may not be granted more than one Conceded Pass in any single study period, and
- A student may be granted a single Conceded Pass only, across the entire duration of an Undergraduate Certificate or Diploma, and
- A student may be granted a maximum of two Conceded Passes only, across the entire duration of a Bachelor qualification, including units that were completed towards a Diploma qualification, and
- The student must not have failed any other units in the single study period for which they may be offered a Conceded Pass.

## 6. Assessment Submission Requirements

Students are required to submit each assessment task as outlined in the respective unit outline and/or assessment brief documentation, located on their LMS. Normally, the submission of all assessment tasks is required to pass a unit. A Fail Incomplete grade (FN) may be awarded to a student who does not submit all required assessment tasks, where the absence of submission

prevents demonstration of the unit learning outcomes, irrespective of whether the student achieves an overall score of 50% or greater.

## 7. Special Consideration

Special consideration is the process for assessing the impact of short-term events beyond a student's control (compassionate or compelling and/or exceptional circumstances) on the student's performance in a specific assessment task and/or tasks. These are exceptional circumstances or situations that may:

- Prevent a student from completing a course requirement
- Prevent a student from attending an assessment
- Prevent a student from submitting an assessment
- Significantly affect a student's assessment performance

Whitecliffe has a 'Fit to Sit/Submit' rule, which means that if a student sits an exam or submits an assessment, they declare themselves fit to do so and cannot later apply for special consideration. Whitecliffe will consider any special circumstances that may have educationally disadvantaged a particular applicant. This is in accordance with relevant Institute policy, as well as the Higher Education Support Act 2003. Submitting a request for special consideration to gain an academic advantage is considered an act of academic misconduct and is subject to disciplinary action.

### 7.1. Applying for Special Consideration

Students must apply for special consideration within five working days of the missed assessment or exam, except where their circumstances of illness or misadventure prevent them from doing so. Special consideration forms and documentation must be lodged with the Office of the Registrar. An application for Special Consideration can be submitted via the Forms and Policies on the Institute website or through the LMS. In extreme cases, such as an accident or where a student is hospitalised, the Institute will work with the student on a case-by-case basis to support the student in their studies.

## 8. Examinations

The exam timetable is released in Weeks 10 and 11 of each trimester. Examinations will vary in length and type. Examinations will be no more than three hours plus reading time in duration. Students are not granted access to past or previous examinations. Examinations must not comprise more than 40 percent of the total unit assessment weighting. Students may request to view their marked examination papers after the results have been released. Requests should be made via email to the Office of the Registrar within five working days of the results being released.

### 8.1. Attendance at Examinations

Attendance at examinations is compulsory. Failure to attend examinations with no satisfactory explanation may result in failure for that unit. Incorrectly reading or misunderstanding the examination timetable will not be accepted as a compassionate

nor compelling reason for failure to attend an examination. Whitecliffe does not accept the scheduling of travel, work, or social events as a satisfactory explanation for non-attendance. Students who do not attend an examination must contact Whitecliffe as soon as practicable, generally within 24 hours, providing a written explanation, supported by evidence, for their non-attendance.

## 8.2. Reading Time

Ten minutes reading time is provided at the beginning of the examination. During reading time, writing is not permitted. If a student arrives late to an examination, they will not be permitted to enter the examination until reading time has ceased.

## 8.3. On-Campus Examinations

Students are required to display their current form of photo identification for entry into the examination room. Students will not be able to sit their exams if they cannot produce a current form of identification. On entering the examination room, students should go directly to their seats and follow the instructions of the Exam Invigilator. Students are not permitted to read or begin their exams until they are instructed to do so. Students must place their student identification cards on their desks while they are doing their exams.

### 8.3.1. Student Conduct

Students must not communicate with any person(s) except the Exam Invigilator(s) during an examination. Should a student need to communicate with an Invigilator, they should raise their hand and wait for the Invigilator to attend to them. Any student who is found to be talking, cheating and/or behaving in a disorderly manner, and/or otherwise disrupting an examination will be subject to the penalties outlined in the Institute's *Misconduct Policy and Procedure and Academic Integrity Policy*.

### 8.3.2. Material or Equipment in the Examination Room

No material or equipment other than that specified on the examination paper may be brought into the examination room. Dictionaries and/or electronic dictionaries are not permitted unless otherwise specified on the examination paper, or where approval has been granted by the relevant authority prior to the examination. It is the responsibility of students to ensure that calculators brought into the examination room meet the required specifications. If required, these calculators should not be part of a smart device such as a mobile or tablet. Students should check with their lecturer prior to the examination if they are in any doubt. Students must not borrow from or lend equipment to fellow students during examinations. Students must ensure that any device in their possession is switched off and placed under the examination table. Exam Invigilators will confiscate, for the period of the examination, any device that is not switched off or causes disturbances in the examination room. Students may not copy the examination paper or remove it from the premises.

### 8.3.3. Leaving the Exam Room

Students who need to leave the examination room during the examination must notify the Invigilator. Students will only be readmitted to the exam room if they have been under approved supervision during the full period of their absence. Students who wish to leave the examination early are not permitted to do so until 50% of the total examination time has elapsed. It is recommended that students stay for the entire time period allocated for the exam, to review and improve their exam answers.

### 8.4. Online Examinations

The time listed on the examination timetable is the time when the examination opens online. Students will normally be allocated a window of time, as per the examination timetable, in which to commence their examination. This window will be reflected in the access to the examination section on Moodle. It is the responsibility of the student to ensure they allow adequate time to complete the examination before the examination closes. Examination closing times are adhered to with precision, for example, if an exam is set to close at 10 am, it will close precisely at 10 am. Students should allow sufficient time to upload their examination papers.

## 9. Hurdle Assessments

Assessment hurdles are seen to be the minimum requirement for an assessment that students need to achieve to pass an assessment or a unit.

### 9.1. Primary Hurdles

Whitecliffe sets primary hurdles for some units that students must achieve in order to enrol in level 100 or level 200 units in their first study period.

### 9.2. Secondary Hurdles

In certain units, secondary hurdles may be established if they align with the unit and course learning outcomes. Secondary hurdles are often used in supplementary assessments and/or exams to ensure that students can demonstrate the learning outcomes of the unit. They are also used to ensure that students are demonstrating the required level of knowledge and skills relevant to the discipline and to the Australian Qualifications Framework. Examples of secondary hurdles may include "A minimum mark of 50% in a final examination or an agreed minimum mark in a level of proficiency (e.g. 100% in a required maths test or 80% in a demonstration of a technical skill). Secondary hurdles need to be considered in the scope of the assessment schedule for the unit and the degree program.

## 10. Group Assessments

Group assessment will comprise no more than 30 percent of a unit assessment weighting. No more than one group assessment is permissible per unit. Group assessment can only be implemented in a unit where it is appropriate in regards to student engagement with the learning outcomes. Students are not to be graded on personal attributes in group assessments.

Peer grading of student performance in a group is not permissible unless it is in the context of a learning and teaching activity. Where appropriate, a student may request an independent assessment in lieu of a group assessment. This must be negotiated with the relevant Course Coordinator prior to the submission of the assessment. The negotiated task must provide the student with the equivalent engagement with the learning outcomes.

## 11. First Year Assessments

Assessments in 100 level (first year) units will provide an opportunity for feedback where practicable. Early low-weight assessments (less than 20 percent of the unit weighting) will be part of the assessment schedule where practicable. No single assessment task will have a weighting of over 40 percent of the unit assessment total. Support for written assessments to enable students to transition to higher education will be embedded into unit materials where practicable. This support may extend to academic integrity, referencing, academic writing, research, and source evaluation.

## 12. Use of Artificial Intelligence in Assessments

At Whitecliffe, we recognise the rapidly evolving landscape of digital technologies, including the use of artificial intelligence (AI). While we encourage innovation and the exploration of new technologies, we must also ensure the integrity and fairness of our assessment processes. Students are hereby warned that using AI systems or tools to generate or submit any part of their assessments is not acceptable unless explicitly authorised as part of the assignment. Such actions are considered a violation of academic integrity. If a student is found to have used AI to complete an assessment, without explicit permission, their work may be considered compromised, and they may be subject to penalties. These could range from a mark of zero for the assignment, to failure of the course, or even suspension or expulsion from the institution in severe cases. We urge all students to complete their assessments honestly and fairly, using their own understanding and abilities. This not only upholds the principles of academic integrity, but also ensures that students gain the full educational benefit from their assignments. For more information, please refer to the Institute's *Misconduct Policy and Procedure and Academic Integrity Policy*

## 13. Reasonable Adjustment

At enrolment, students who identify as requiring additional support to complete their studies must complete an *Application for Reasonable Adjustment* form and attach relevant supporting documentation about the nature of the circumstances and the support required. A decision on any adjustment(s) will be made as a result of a consultative process. Each student will be interviewed by a delegated member of staff, and advice may be sought from professionals as to the nature of any adjustment required. For more information on applying for reasonable adjustment, please refer to the Institute's *Reasonable Adjustment Policy*.

## 14. Processing & Publication of Results

The Course Coordinator is responsible for checking that all students registered in a unit receive a grade or, in the instance of no grade being provided, must provide a brief explanation as to why no grade has been provided. Complete results for the program are forwarded to the office of the Registrar by the date set. Results are tabled at a meeting of the Curriculum Design and Delivery Committee, a sub-committee of the Learning and Teaching Committee. The meeting is chaired by the Chief Academic Officer and scheduled after the examination period has ended. The purpose of the meeting is to review and consider any anomalies in results, monitor any marker variability, and the reliability of assessment task(s). The Committee may decide to ratify the results, moderate the assessment marks, or order a remark of the assessment task(s). After this meeting, the results are uploaded into the student records and authorised for release to students. The Curriculum Design and Delivery Committee presents its findings to the Learning and Teaching Committee each trimester. All results are made available to students on the LMS Student Portal.

## 15. Appealing a Grade or an Assessment Mark

Students may appeal a grade or an assessment mark in any unit. This is considered an academic appeal and this process is outlined in the Institute's *Complaints & Appeals Policy and Procedure*. Academic appeals may only be made against formal published results or decisions. An academic appeal cannot be made against informal marks or grades that have yet to be approved or published by the Office of the Registrar. There are only four reasons for lodging an academic appeal:

- performance in an assessment was impaired through illness or other factors which the student was unable or, for valid reasons, unwilling to disclose before the results were awarded. An acceptable explanation is required as to why the extenuating circumstances were not presented before the results were awarded
- an assessment task was not conducted in accordance with the Institute's Assessment Policy
- there was a material administrative error in the calculation of an assessment mark or grade
- some other material irregularity occurred in the marking of an academic decision, such as bias

Whitecliffe will not consider academic appeals based on the following:

- the unit structure and assessment method
- student workload or the amount of work the student has done
- the financial implication of failing a unit
- grades received by the student in other units
- penalties imposed for academic dishonesty such as plagiarism

As per the Institute's *Complaints & Appeals Policy and Procedure*, students should, initially, informally discuss their concerns with their Course Coordinator. Where the informal

approach is inappropriate, or the student wishes to take the matter further, the matter may be escalated to the formal appeal stage by lodging a *Formal Appeal Form* within five working days of results being posted for the trimester in which the unit was undertaken. Completed applications should be lodged with the Office of the Registrar. A review of the application will be made of all components contributing to the original assessment by the Chief Academic Officer. The purpose of this review is to ensure that:

- the assessment process has been fairly applied
- there has not been a procedural or factual error in the processing of a grade
- all appropriate components have been included, and
- the marks on which the assessment grade is based have been accurately recorded

For more information on lodging a formal grievance concerning an assessment or exam, please refer to the Institute's *Complaints & Appeals Policy Procedure*.

## 16. Grading Descriptors

Grades can only be released to students after confirmation at the Curriculum Design and Delivery Committee (CD&DC) Meeting. Final assessment results will then be recorded and reported as a grade on the academic transcript.

Academic Grades			
Grade		Band	Descriptor
High Distinction	HD	85-100	A High Distinction is awarded for exceptional performance in a unit of study. Student performance is at an outstanding level of attainment which is manifested in highly advanced critical and complex thinking, very high levels of evaluation and interpretation, evidence of creativity and problem solving, and exceptional presentation.
Distinction	DN	75-84	A High Distinction is awarded for excellent performance in a unit of study. Student performance is at a very high level of attainment which is manifested in advanced critical and complex thinking, high levels of evaluation and interpretation, evidence of creativity and problem solving, and excellent presentation.
Credit	CR	65-74	A Credit is awarded for above-average performance in a unit of study. Student performance is at a high level of attainment which is manifested in critical thinking, evaluation and interpretation, a degree of originality and insight, and good presentation.
Pass	PP	50-64	A Pass is awarded for satisfactory performance in a unit of study. Student performance satisfies the minimum requirements and meets the required Learning Outcomes for the unit.
Conceded Pass	CP	47-49	A marginally below acceptable performance. Indicates that the student has demonstrated work marginally below that normally

			required for a pass grade. CP may be granted when the overall performance was considered to warrant such a concession and allowed progression to another unit of study for which the former unit of study was a prerequisite.
Fail	NN	0-49	A Fail grade is awarded to a student that does not achieve the minimum requirements of the unit. The student does not demonstrate the required unit Learning Outcomes.
Fail Incomplete	FN	NA	A Fail Incomplete (FN) grade may be awarded where a student has not submitted one or more required or mandatory assessment items for a unit and, as a result, has not demonstrated achievement of the unit learning outcomes as specified in the unit outline.  The grade may be awarded irrespective of whether the student achieves an overall score of 50% or greater in the unit.
Fail Excluded	FE	0	A Fail Excluded grade is awarded to a student that has not made a serious attempt at engaging with a unit. This will comprise the following events: a) not attending classes; b) not submitting an assessment task; c) not engaging or responding to correspondence issued by the Institute; or d) not accessing the LMS.
<b>Administrative Grades</b>			
<b>Grade</b>		<b>Band</b>	<b>Descriptor</b>
Withheld	WW	n/a	Results may be withheld where students have outstanding fees or have failed to return materials on loan from the library. Results and academic transcripts will not be available until items are returned. This may also delay the eligibility of a student to graduate. Once items have been returned, results will be made available.
Advanced Standing	AS	n/a	Credit awarded based on Recognition of Prior Learning (RPL)
Withdrawn without Penalty	WD	n/a	Withdrawal from a unit before the trimester census date or approved withdrawal after the trimester Census Date without incurring debt for the unit and with no academic penalty. This grade is awarded by the Appeals Committee or nominee if a student has submitted written advice of withdrawal from the unit before the census date for the trimester.
Withdrawn with Penalty	WN	n/a	Withdrawal from a unit after the trimester Census Date incurring debt for the unit and an academic penalty (equivalent to a grade of Fail).

### Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
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1.1	19 Aug 2021	Associate Dean Teaching and Learning	Academic Board	Change to 'penalties for late submission'
1.2	11 August 2022	Dean	Academic Board	Update to policy to include definitions, penalties for late submission, extension requirements, hurdle assessments, online exam processes, first year and group work assessments. Addition of Fail Discontinue (FD) grade and incorporation of previous Grading Systems Policy.
1.3	20 Feb 2023	Compliance & Quality Assurance Manager	Acting Head of Governance & Compliance	Minor amendments to accommodate changes to entity name and registered business names and terminology
1.4	04 Sep 2023	Administrator	Director of Operations and Compliance	Clarification of Conceded Pass explained for the purposes of grading
1.5	31 Jan 2025	Academic Services	Academic Board	<p>Updates made to the responsibilities of persons/committees to reflect recent amendments to the Governance Charter and organisation structure.</p> <p>Amendments to section four (4), <i>Attendance</i>, to, a) remove reference of the '<i>Engagement with the process</i>' assessment, which was discontinued after Teaching and Learning Committee approval, and b) remove CP-E as a potential grade outcome.</p> <p>Section five (5) '<i>Conceded Pass (CP)</i>' added, which outlines the new revised criteria for awarding CP grades.</p> <p>Section six (6) '<i>Assessment Submission Requirements</i>' added for the purposes of</p>

				clarity regarding the awarding of a Fail Incomplete (FN) grade.
1.6				Clarified late submission penalties as a fixed five (5) percentage-point deduction per day and revised assessment submission requirements to remove automatic failure for non-submission, aligning outcomes with demonstrated achievement of unit learning outcomes and discretionary use of the Fail Incomplete (FN) grade.

**Policy Information**

<b>Author:</b>	Academic Services
<b>Policy owner:</b>	Chief Academic Officer
<b>Approved by:</b>	Academic Board
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