Course Assessment and Grading Manual

Section 1 - About this Manual

Introduction

(1) This manual supports the Governance Rule and its associated Schedules. In the event of an inconsistency between lower-level policy documents and a Rule(s) or Schedule to the Rule(s), the Rule(s) made by Council prevail to the extent of the inconsistency.

(2) For information on designing, managing and reviewing courses, please refer to the Course Design and Management Manual.

(3) For information on designing, managing and revising programs, please refer to the Program Design and Management Manual.

(4) For information on enrolment in a course, please refer to the Enrolment Manual.

Purpose

(5) This Manual is designed to provide clear and concise directions for staff of the University of Newcastle (University) when designing and implementing assessment items, and grading courses. This Manual also provides information to students.

Scope

(6) This Manual applies to assessment items and grading in enabling, undergraduate and postgraduate courses that are created and offered by the University, including those in which students enrol through a partner institution.

(7) This Manual applies to micro-credentials to the extent specified in the Micro-credentials Policy and the Micro-credentials Schedule. In the event of an inconsistency between this Manual and the policies specific to micro-credentials, the latter will prevail to the extent of the inconsistency, unless the matter relates to a Rule or delegation of authority.

(8) This Manual applies to the Joint Medical Program (JMP). In the event of an inconsistency between this manual and the policies and procedures specific to the JMP, the policies and procedures of the JMP will prevail to the extent of the inconsistency, unless the matter relates to a Rule or delegation of authority.

(9) This Manual does not apply to Higher Degrees by Research (please see Higher Degree by Research Policy).

(10) This Manual makes references to College structures and positions. Equivalent structures and positions may exist in Pathways and Academic Learning Support Centre and are referenced where relevant.

Section 2 - Assessment Design Policy

Part A - General Principles

(11) The key principles of effective assessment outlined in Table 1 must be considered as part of the assessment design process.

Table 1 – Principles of Effective Assessment

Principle	Explanation
Constructively aligned	Aligned assessment tasks ensure that student evaluations correspond precisely with the course learning outcomes and teaching content.
Trustworthy and fair	Good assessment accurately reflects a student's knowledge and skills. Assessment tasks should be chosen to capture the right types of information, under the right conditions, according to the outcomes being assessed.
Scaffolded and strategic	Assessment tasks should be sequenced to match achievable learning progressions while considering the task's function in assuring program learning outcomes.
Collaborative and distributed	Integrating collaborative work in assessment tasks develops student's critical soft skills such as communication, leadership and conflict resolution. Collaborative assessment tasks help students build relationships and make connections with peers within and outside the University.
Meaningful and integrative	Effective assessment inspires students, fuelling their ambition and motivation to create high-quality work. Students work with purpose when they can integrate prior knowledge and experience across different subjects, contexts and disciplines and the real world.
Accessible and equitable	Accessible and equitable assessments accommodate diverse learning needs and provide flexibility for reasonable adjustments to ensure equitable opportunities for all students.

(12) Additional resources relating to these key principles can be found on the Learning Design and Teaching Innovation (LDTI) Assessment Principles webpage.

Assessment Design Principles

(13) The purpose of assessment is to ensure that the:

a. educational standards of courses and programs meet the relevant AQF level and any other requirements e.g. professional accreditation;
b. course learning outcomes are met; and
c. specific program requirements and program learning outcomes are met.

(14) Methods of assessment must:

a. be consistent with the learning outcomes being assessed;
b. be capable of confirming that all specified learning outcomes are achieved;
c. ensure that grades awarded reflect the level of student attainment; and
d. be designed and implemented with appropriate consideration of assessment integrity and security to minimise the possibility of academic misconduct.

(15) The overall assessment plan for a course should:

a. include an appropriate number and variety of assessment items to demonstrate attainment of course learning outcomes;
b. align with the advice on student workload set out in the Course Design and Management Manual; and
c. be scheduled:
    i. within the approved dates for the relevant teaching term;

ii. to allow the spread of assessment items across the term; and
iii. wherever possible, to facilitate individualised feedback to students in the first half of the term to enable them to identify their progress to date.

(16) Each assessment item must:

a. align with the course learning outcomes, course content, learning activities, teaching methods, and the mode of delivery of the course; and
b. provide reliable indicators of student learning and achievement.

(17) Assessment items in core courses and compulsory courses within a program:

a. must be arranged to foster verifiable, progressive, and coherent achievement of program learning outcomes; and
b. should be mapped to enable:
    i. student assessment workload planning; and
    ii. coordinated embedding of graduate outcomes across courses.

(18) Assessment items should be consistent in weighting, workload and targeted learning outcomes across all offerings of a course. However, assessment format and content may vary between offering to provide flexibility where a course is offered at multiple locations or with different modes of delivery.

(19) Marks cannot be awarded for attendance or participation alone, except within a placement course. Attendance and participation may contribute up to 100% of the marks for a placement course and may be either graded or ungraded.

Communication to Students

(20) Assessment documentation must clearly identify what is required of students for each assessment item and must clearly communicate expectations regarding academic integrity, including appropriate use of generative artificial intelligence and other emerging technologies.

(21) Students must be familiarised with the course assessment expectations, requirements and criteria early in a course.

(22) Students must be given full explanations of the methods and types of assessment used prior to major or summative assessments.

Quality Assurance

(23) Quality assurance processes must be embedded to provide evidence of the validity and quality of assessment practices. This may include peer review of the content and design of assessment items, moderation of course marking, or other appropriate processes.

Part B - Assessment Elements

Assessment Criteria

(24) Clear assessment requirements and criteria are essential components of quality course design. This applies equally to formative assessment and summative assessment.

(25) Student performance is to be measured against pre-advised criteria. This assists with consistency in marking and

feedback, by clarifying the requirements for all students and the markers for a course.

(26) Assessment criteria must:

a. inform students of the knowledge, skills, and other outcomes they are required to demonstrate in an assessment item;
b. describe the level or standard of achievement a student must demonstrate to achieve a specific grade;
c. align with the learning outcomes of the course;
d. be consistent with the course level; and
e. be written in clear and simple language.

Assessment Weighting

(27) Assessment weightings should reflect the demands and relative importance of an assessment item.

(28) Major assessment items are any assessment items weighted as 30% or more of the final course result.

(29) Minor assessment items are any assessment items weighted at less than 30% of the final course result.

(30) A single assessment item must contribute to at least 10% of a final course result. Exceptions to this requirement may be approved by the Head of School who must be satisfied that a set of assessment items that total at least 10% of the final result are linked, for example:

a. small multiple-choice quizzes i.e. end of class tests; or
b. weekly lab reports or other progress statements.

(31) A single assessment item, including a formal examination, must not contribute to more than 50% to a final course result. Exceptions to this requirement for an assessment item (except a formal examination) may be approved by the Head of School, where:

a. the assessment item requires the creation or completion of a significant body of work, e.g. creative project, capstone project or thesis;
b. individual feedback is provided to students to inform the creation or completion of the assessment in advance of submission; and
c. it can be established that the assessment item links to all course learning outcomes.

Word Limits

(32) Written assessment items will usually have a word limit. Word limits may include headings, sub-headings, in-text citations, quotes and referencing, but may not include the list of references, appendices, and footnotes. The word limit and details of what will be included towards the limit must be specified in the Course Outline.

(33) The Course Co-ordinator will allow a tolerance of at least 10% of the word limit.

(34) No marks will be deducted for exceeding the word limit. However, students must be made aware that any work after the maximum word limit has been reached may not be considered by markers and/or included within the allocation of marks.

Group Work

(35) Group assessment items should not contribute to more than 50% of the total marks for a course.

(36) Students undertaking group work within a course must have an induction into group work processes at the

commencement of the course or at least 3 weeks prior to the item being due.

(37) The following details must be provided within the course site in the Learning Management System:

a. the purpose and function of the group work and how it will be assessed;
b. the process for allocating students to groups;
c. roles, responsibilities, and expectations of group members;
d. conduct of group meetings;
e. processes for managing any conflict;
f. evaluation of individual performances within the group;
g. feedback stages; and
h. strategies used to:
    i. promote equitable workload within and across groups;
    ii. ensure each student is accountable for their personal contribution to the group work; and
    iii. maintain regular communication with each group.

(38) Group assessment items should be highly structured and managed by staff experienced in group work, specific to the mode of delivery. Staff who have not previously managed a group work assessment in a particular mode of delivery, or who would like additional support, should contact Learning Design and Teaching Innovation (LDTI).

Peer Assessment and Marking

(39) Where assessment items utilise self and/or peer assessment as part of the marking:

a. students must be provided with guidance and materials in advance of the marking exercise to ensure:
    i. the outcomes of the assessment are equitable; and
    ii. clear guidelines and criteria are used to determine the marks; and
b. the Course Co-ordinator must ensure there are mechanisms for moderating the results or ensuring fair assessment.

(40) Assessment items marked by students or student peers within the course must not contribute to more than 10% of the final grade. Where the course also includes a weighted group work component, both group work and the peer marking components must not exceed 50% of the final grade.

Compulsory Assessment Requirements

(41) Assessment items may be set as a Compulsory Course Requirement per the Course Design and Management Manual.

(42) Types of compulsory assessment requirements are outlined in Table 2.

Table 2 – Compulsory Assessment Requirements

Requirement Type	Description of Compulsory Requirement
Satisfy all placement criteria	Must be deemed satisfactory in all criteria (professionalism and conduct, technical skills or course professional skills) by the placement supervisor to pass the course.
Demonstrate competency	Must demonstrate competency in all required professional skills.
Demonstrate behaviour	Must complete this assessment and demonstrate having met professional behaviour requirements for all clinical sessions.
Pass requirement	Must pass this assessment item to pass the course.

Requirement Type	Description of Compulsory Requirement
Pass requirement X%	Must obtain X% or greater in this assessment to pass the course (with the value of X% specified).
Submit X% of assessment components	Must submit X% of the assessment components to pass the course (with the value of X% specified).

Section 3 - Assessment Implementation Policy

Part C - Submission of Assessment Items

Method of Submission

(43) Where possible, the University will require electronic submission of assessment items.

Late Submission

(44) The mark a student receives for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by up to 10% of the maximum possible mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to weekdays and weekend days.

(45) Table 3 provides examples to demonstrate the application of this rule.

Table 3 – Examples of Late Submission Penalty

Maximum Mark	Days Late	Penalty	Initial Mark (without Penalty)	Final Mark (with Penalty)
100	3	10 x 3 = 30	81	51
40	2	4 x 2 = 8	27	19
87	4.2	8.7 x 5 = 43.5	55	11.5

(46) With the approval of the Head of School, a Course Co-ordinator may determine that an assessment item cannot be submitted after its due date. The Course Outline must clearly advise that failure to complete such an item within the set period of time will result in a zero mark for the assessment item.

(47) A student may lodge an adverse circumstances application to seek an exception to any requirement that an assessment item cannot be submitted after its due date. Refer to the Adverse Circumstances Affecting Assessment Items Policy and Procedure.

Part D - Validation of Assessment

(48) As part of the validation and evaluation process of any assessment item, an interview on an assessment item may be conducted.

(49) The purpose of the interview is to verify the authorship of the material submitted in response to the assessment item and provide a quality assurance measure.

(50) The interview will be conducted in accordance with the Interview on Assessment Items Procedure.

Part E - Record Management

(51) Except for examination papers, assessment items should be returned to the student following marking. This may be either physically or electronically, depending on the method of submission.

(52) Items not returned to students must be made available for review by the student, upon request, in a controlled and monitored setting.

(53) Assessment items will be retained for six months after the fully graded date for the term and may then be destroyed in accordance with the requirements of the Records Governance Policy.

(54) Examination papers will be retained by the relevant School for six months after the final result is published. After this period the examination paper may be destroyed in accordance with the requirements of the Records Governance Policy.

Section 4 - Examinations

Part F - Examination Policy

(55) All examinations undertaken on behalf of the University must comply with the provisions within this Manual.

(56) Examinations undertaken at all venues and organised on behalf of the University must comply with all relevant University approved policies and procedures.

Formal Examinations

(57) A course may have a maximum of one formal examination which must contribute to between 30% and 50% of the final result in the course.

(58) Formal examinations may be conducted in one of the following formats:

a. an online open book examination;
b. a supervised/proctored online closed book examination; or
c. a supervised face-to-face examination, open or closed book, subject to the endorsement by the College Associate Dean (Education).

(59) Formal examinations will be:

a. two hours in duration; or
b. three hours in duration, subject to approval by the Program and Course Approval Committee (PCAC).

(60) The format and duration of the formal examination for a course must be specified via the curriculum management system, in accordance with the timeline set by the Academic Division General Manager and Academic Registrar.

(61) Formal examinations will be conducted at the campus where the course is offered, except for:

a. online examinations, in which case the examination will be delivered via the Learning Management System (LMS);
b. courses offered at Newcastle City Precinct, in which case the examination will be held at Callaghan campus;
c. courses offered at Sydney campus, in which case the examination may be held at an external examination

centre;

d. courses where students attend a teaching location(s) separate from the campus of offer (e.g. Taree, Tamworth), in which case the examination may be held at the teaching location(s); and
e. courses offered online, in which case other provisions may be made for examinations.

(62) All formal examinations conducted in the standard examination periods specified by the Academic Calander (including the rescheduled examination periods) will be administered by Student Central. The relevant Head of School (or their nominee) will be responsible for the arrangements for all other formal examinations.

(63) Timetables showing when and where formal examinations will be held will be published prior to the examination period. Students will not usually be expected to sit more than three formal examinations within a 48-hour period.

(64) Students are required to:

a. be available during the scheduled formal examination and rescheduled examination periods of each term, including being available for examinations scheduled on Saturdays and in the evenings;
b. sit for all formal examinations prescribed for the courses in which they are enrolled at the time and location specified in their individual examination timetable; and
c. comply with all requirements and instructions relating to materials that can be taken into an examination room.

(65) Unless a formal examination is rescheduled under the Adverse Circumstances Affecting Assessment Items Policy, students who fail to attend a formal examination scheduled on the examination timetable will be awarded a mark of zero for that formal examination.

(66) Reasonable Adjustments Plans may specify changes to examinations processes or conditions as appropriate to the needs of a student. Refer to the Supporting Students with Disability Policy.

Formal Examination Papers

(67) Course Co-ordinators are responsible for the preparation of formal examination papers, including alternate formal examination papers, for each of their courses in accordance with this Manual and any requirements and timelines specified by Examinations, Student Administration.

(68) Formal examination papers for a course with multiple offerings in the same term:

a. must be equivalent across all offerings in terms of the weighting, workload, targeted learning outcomes and tested knowledge;
b. should be identical for all face-to-face supervised examinations for on-campus, onshore offerings;
c. may vary in terms of content between onshore and offshore offerings to contextualise content for offshore students, if approved by the relevant Head of School; and
d. may vary in terms of format between on-campus and online offerings to account for differences in delivery, if approved by the relevant Head of School.

(69) The Head of School, or their nominee, must conduct a quality review of the master examination papers and any alternate master examination papers by completing the appropriate Formal Examination Paper Creation and Review Checklist. This review must:

a. be conducted by an individual from the appropriate discipline area;
b. review scripts for clarity, spelling, grammar, format and content, and check all mark allocations; and

c. correct and transmit revised examination scripts to Examinations if required.

(70) See Formal Examination Paper Creation and Review Checklist – Online Open Book Exams and Formal Examination Paper Creation and Review Checklist – On Campus Exams.

(71) Formal examination papers will be retained by the relevant School for six months after the final result is published. After this period, the examination scripts may be destroyed in accordance with the Records Governance Policy.

Rescheduled Examinations

(72) Rescheduled examinations may only be granted in accordance with the Adverse Circumstances Affecting Assessment Items Policy.

(73) Rescheduled examinations conducted within the rescheduled examination period specified by the Academic Calendar will be administered by Student Central. The relevant Head of School (or their nominee) will be responsible for the arrangements for all other rescheduled examinations.

(74) All rescheduled formal examinations must be conducted in the same manner as formal examinations.

(75) A rescheduled examination will, except in exceptional circumstances, be scheduled:

a. once only; and
b. after the originally scheduled examination.

(76) A rescheduled examination will not offer advantage to a student who has:

a. been unable to sit the original examination;
b. attended but was unable to complete the scheduled examination; or
c. completed the examination but was affected by adverse circumstances.

(77) Students undertaking a rescheduled examination will complete a different paper to that completed by students who sat the original examination.

(78) A rescheduled examination paper, except for a wholly multiple-choice paper, must be at least 20% different to the paper that was prepared and used for the original scheduled formal examination.

Permitted Items in a Formal Examination Room

(79) Students may bring the following into a formal examination room:

a. water in a transparent bottle;
b. pens and pencils;
c. a memory aid, unless otherwise notified in the Course Outline and noted on the front cover of their examination paper. Note: a memory aid is a one A4 double-sided sheet of handwritten or typed notes. Memory aids must be left on the examination table and cannot be removed from the examination venue;
d. mobile phones or other electronic devices, provided they are switched off and placed under the student's chair for the duration of the examination;
e. watches, other than smart watches, provided they are removed and placed on the desk in view of the Invigilators; and
f. any additional support items such as calculators or log tables, as explicitly listed in the relevant Course Outline.

(80) Where students are permitted to bring additional support items into a formal examination, the following applies:

a. the relevant School staff (usually the Course Co-ordinator) must specify in advance, via the examination portal, the support items that may be used;
b. the opportunity to have additional support items must be detailed in the Course Outline; and
c. it is the responsibility of the School offering the course to scrutinise the support items to be used in the examination at the request of an Exam Invigilator.

(81) Calculators, except calculators within mobile phones and similar devices, may be used by students in an examination if approved by the Course Co-ordinator. The Course Co-ordinator must:

a. advise students in the Course Outline the type of calculator permitted (such as programmable or non-programmable calculators), and that instruction booklets or reference cards on the operation of calculators are not permitted in the examination room as students are expected to familiarise themselves with the calculators operations before the examination;
b. include a detailed description on the Formal Examination Cover Sheet of the types of calculator permitted, providing sufficient information for Exam Invigilators without technical knowledge to assess the appropriateness of calculators taken into an examination room. If no description is provided by the Course Co-ordinator the Examinations Office will refer to the NSW Education Standards Authority list of approved scientific calculators; and
c. consider specifying calculators listed as approved scientific calculators by the NSW Education Standards Authority.

(82) The permitted materials and devices for the relevant types of examinations are outlined in Table 4.

Table 4 – Permitted Materials and Devices in Examinations

Exam Type	Permitted Material	Permitted Devices	Approval Conditions	Notes
Online open book examination	Any hard copy materials, including a thesaurus, a dictionary, or a translation dictionary (for language courses only). No restrictions apply.	Any devices.	N/A	N/A
Supervised online closed book examination	No memory aids or other materials permitted unless explicitly listed on the Course Outline and included in the examination request.	No devices permitted unless explicitly listed in the Course Outline and included in the examination request.	N/A	N/A
Supervised face-to-face examination with memory aid	Memory aid (a single double-sided A4 sheet of paper containing handwritten or typed notes or diagrams) plus any other materials explicitly listed on the Course Outline and included in the examination request.	Any devices explicitly listed in the Course Outline and included in the examination request.	N/A	N/A
Supervised face-to-face open book examination	Any hard copy materials, including a thesaurus, a dictionary, or a translation dictionary (for language courses only). No restrictions apply.	No devices permitted unless explicitly listed in the Course Outline and included in the examination request.	N/A	Open book examinations may be held in the final week of term by the Schools. Formal Examination conditions may not be required.

Exam Type	Permitted Material	Permitted Devices	Approval Conditions	Notes
Supervised face-to-face closed book examination	No memory aids or other materials permitted unless explicitly listed on the Course Outline and included in the examination request.	No devices permitted unless explicitly listed in the Course Outline and included in the examination request.	Associate Dean (Education) (or equivalent) will consider any request for closed book examinations via the appropriate form. Once approved, the closed book examination will be recorded in the curriculum management system for future offerings.	The reason for the utilisation of the restricted examination type should be included in the Course Outline and on the examination paper.

(83) Taking material into an examination room that breaches the above requirements may be deemed as student misconduct in accordance with the Student Conduct Rule.

(84) Evidence of material that breaches the above requirements may be photographed and used to determine an outcome under the provisions of the Student Conduct Rule. Should a student refuse for material to be photographed, the lack of cooperation by the student may be considered as evidence against the student.

(85) Students who fail to switch off their phone or device and place it under their chair, access the phone or device during the examination, or are found to have a phone or device on their person following a visit to the bathroom, will be reported for academic misconduct in accordance with the Student Conduct Rule.

Part G - Examination Procedure

Student Attendance

(86) All students undertaking a face-to-face examination must present their current University Student Card or other current photo identification (such as proof of age card, driver's licence or passport) to the Exam Invigilators upon entry into an examination room.

(87) Students who fail to present suitable photo identification at the time of the formal examination:

a. will have their name recorded by Student Central on a register of students who fail to present suitable identification at a formal examination. Students who appear on the register more than once may be reported for student misconduct in accordance with the Student Conduct Rule;
b. will have their photograph taken at the end of their formal examination and will be required to present their identification for verification at a Student Central location within 48 hours of the formal examination.

(88) Following the formal examination:

a. the Course Co-ordinator will be advised that the student attended the formal examination without suitable identification and whether the student has/has not had their identification subsequently verified; and
b. students who do not appear at a Student Central location within the required timeframe may be reported for student misconduct in accordance with the Student Conduct Rule.

(89) Students may be refused entry into an examination venue and will not be eligible to request a rescheduled formal examination where they decline to have their photograph taken to enable verification of their identity in accordance with clause 87.

Supervised Formal Examinations

(90) For supervised formal examinations, students must:

a. comply with all instructions given by an Exam Invigilator. This may include one-on-one directives and/or room wide announcements made before, during and at the conclusion of the formal examination;
b. enter the examination room within the first thirty minutes of writing time;
c. only bring items into the examination room that are specified as allowable;
d. provide suitable photo identification (e.g. student card, current driver's licence, current passport) per clause 86; and
e. comply with any other requirements specified by the University.

(91) Students must not:

a. bring any items into the examination room other than those permitted per clauses 79-85;
b. re-enter the examination room after leaving unless they have had appropriate supervision throughout the full period of their absence;
c. leave the examination room during the first thirty minutes of writing time or the last ten minutes of a formal examination, unless the examination supervisor determines that exceptional circumstance exists;
d. remove any formal examination answer book, formal examination paper, graph paper, drawing paper or other material issued during the formal examination from the examination room unless the Course Co-ordinator has expressly permitted the removal as part of the submission via the Examination portal; or
e. begin reading their formal examination paper before being granted permission by the Exam Invigilator.

(92) Unless otherwise noted on the formal examination paper or advised by the Exam Invigilator, reading time during a formal examination is to be used for reading only. Students doing anything other than reading during the reading time may be reported for suspected academic misconduct.

(93) Exam Invigilators will record and report student absences from examination rooms.

(94) The procedures for supervised formal examinations may be relaxed by the supervising Exam Invigilator in the event of an emergency. All instances where procedures are relaxed by the Exam Invigilator during a formal examination must be reported in writing to the Senior Deputy Vice-Chancellor (Academic & Global), Head of School and the Course Co-ordinator immediately following the formal examination.

Part H - Examination Responsibilities

(95) Student Central is responsible for:

a. coordinating examinations held during the formal and rescheduled formal examination periods;
b. organising alternative examination arrangements for students with a disability, in accordance with a Reasonable Adjustment Plan, or for students with other approved adverse circumstances, within the formal and designated rescheduled formal examination periods;
c. managing all arrangements for the administration of formal examinations conducted in the formal examination period and designated rescheduled examination periods;
d. ensuring adherence to procedures for formal examinations as set out in this Manual; and
e. undertaking a review of examination processes for supervised examinations held during the formal examination period and designated rescheduled examination periods;.

(96) The Academic Division General Manager and Academic Registrar is responsible for administering formal

examinations held within the formal examination and rescheduled examination periods.

Section 5 - Assessment Results

Part I - Assessment Marking

Marking Policy

(97) Norm-based marking (e.g. bell curve distribution) may not be utilised for marking of assessment items.

(98) Assessment marking must be based on the assessment criteria that is made available to students in the Course Outline and Learning Management System.

(99) All markers must receive identical information to ensure marking consistency.

(100) Staff who are marking assessment items must be familiar with the criteria for all assessment items as early as possible in the delivery of a course.

(101) When an assessment item is being conducted at multiple locations, the same marking criteria must be used in each location.

(102) The Course Co-ordinator is responsible for quality assurance of marking to safeguard the academic integrity of a course and ensure fairness for students through processes of formal or informal moderation.

Marking of Research Component in Bachelor Honours Programs

(103) For a research component that is 40 units or more in a Bachelor Honours program:

a. there will be a minimum of two examiners of the research component, who will be selected following advice from the supervisor(s);
b. at least one of the two examiners should be external to the School, where feasible, unless an external moderator is appointed by the relevant Head of School to monitor the quality of research dissertations in the field of study;
c. the examiner must not be a supervisor of the student's research component. The supervisor may provide a report to the Program Convenor for consideration by the markers when the research component is submitted for examination; and
d. the Program Convenor will provide the student and examiners, including the moderators, with the assessment criteria for the research component.

(104) For a research component that is less than 40 units in a Bachelor Honours program:

a. all individual research components larger than 10 units must have at least two markers. The student's research supervisor may be one of those markers. When the research component is submitted, the supervisor should provide a report to the Program Convenor (or their nominee), for consideration by all markers;
b. where the research component is aggregated across multiple 10-unit courses, or elements thereof, a single marker is sufficient for any 10-unit course providing that no single marker contributes to marks for more than 10 units of the overall research component of the program;
c. the School will have a regular process of moderating the quality and grading of the research component with an external moderator appointed by the relevant Head of School (or their nominee); and
d. the Program Convenor will provide the student and examiners, including the moderators, with the assessment criteria for the research component.

(105) To finalise the marking of a research component in Bachelor Honours programs:

a. the mark will be the average of the two examiner marks, where two examiners conduct the marking;
b. if the difference between the two examiner's marks is more than ten marks (from 100 total marks), a third examiner is to be appointed (who cannot be the student's supervisor);
c. where three examiners are used, the final mark shall normally be the average of the two closest marks with consideration being given to the written reports of the examiners; and
d. if the mark from the third examiner is more than 10 marks different from either of the two original markers, the final mark must be decided by the relevant Head of School subject to advice from the relevant Program Convenor.

Marking Procedure

(106) All marking related quality assurance outcomes and processes are to be documented and made available if required by the Head of School or School Assessment Body.

(107) All marks for individual assessment items must be recorded in the Learning Management System.

(108) The results of individual assessment items and final results for a course, including those provided via the Learning Management System, are unofficial until confirmed by the School Assessment Body and Head of School.

Student Request to Review an Assessment Mark

(109) The following clauses do not apply to the review of final results in a course. Refer to 'Student Request to Review Final Results' in Section 6 below.

(110) A student who believes that an error has been made in the determination of their mark of an assessment item should email the Course Co-ordinator no later than three University working days after their mark has been made available.

(111) The student must clearly specify the error that they believe has been made in the determination of their mark and how they reached this conclusion, providing evidence and specific examples wherever possible.

(112) The Course Co-ordinator may seek clarification or a recommendation from the original marker.

(113) The Course Co-ordinator will respond to the review request within three working days, and may determine to:

a. leave the original mark unchanged;
b. amend the mark; or
c. ask an independent marker to undertake a re-mark of the assessment items.

(114) The Course Co-ordinator will email the student and marker(s) once a determination has been made.

(115) Where the mark is to be amended, the Course Co-ordinator will update the mark in the Learning Management System.

(116) Students who do not receive a response from the Course Co-ordinator within three University working days after their mark has been made available should contact the Head of School. The student must provide evidence of their attempts to contact the Course Co-ordinator, and the details per clause 111 that support their request.

Part J - Moderation

Moderation Policy

(117) Moderation involves independent review of the marks of all, or a randomly selected set, of students for one or more assessment items in a course.

(118) Informal moderation should occur routinely to ensure consistency across multiple markers, and must occur when significant anomalies in marks are identified.

(119) Formal moderation may be used when a Course Co-ordinator, Head of School, relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee, College Pro Vice-Chancellor, or the University requires a formal investigation of marking in a course.

(120) If initiated by a Course Co-ordinator, formal moderation requires the prior approval of the Head of School.

(121) Formal moderation might be initiated:

a. in response to the identification of major discrepancies or other issues in the marking of an assessment item;
b. to address uncertainty about the validity of an assessment outcome; or
c. to confirm equivalence of the University's expectations with national or international benchmarks.

Formal Moderation Procedure

(122) If a single marker is responsible for marking 75% or more of all submissions for a course, a sample of 10% or 10 submissions, whichever is greater, should be moderated by another examiner to examine for consistency and reliability. If significant consistency or reliability issues are identified within the sample, all assessment submissions should be re-marked (see ‘Re-marking’) and further moderation processes conducted for all remaining assessment items for that course.

(123) Where two markers are responsible for marking an individual assessment item, they can either provide a jointly agreed mark or separate individual marks. If the latter, the process for establishing the final result must be agreed between the two markers in advance.

(124) Where more than one marker is marking assessment submissions within a course, a calibration process should be adopted to promote consistency of judgment between markers. The process should involve each marker reviewing the marks awarded by other markers who have marked the same assessment item or examination paper. The assessment submissions chosen to be reviewed should represent a range of marks obtained in the assessment item. Calibration meetings should be held prior to the commencement of formal marking to confirm this process.

Part K - Re-Marking of Assessment Items

Re-Marking Policy

(125) A single assessment item, or part of an assessment item, may be re-marked. This may follow the identification of concerns about the mark(s) awarded, or where consistency or reliability issues are identified during moderation.

(126) A re-mark of an assessment item may be initiated at the request of the Course Co-ordinator, the Program Convenor, the Head of School, the School Assessment Body, the relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee, or the relevant College Pro Vice-Chancellor.

(127) Where a re-mark is undertaken, the final assessment result may remain the same, or be higher or lower than the original mark. The initiator of the re-mark will specify whether the final assessment result will be the:

a. re-mark result;
b. average of the original and re-mark result;
c. average of the two re-mark results (where there are two independent re-markers); or
d. average of the original and the two re-mark results (where there are two independent re-markers).

Re-Marking Procedure

(128) Re-marking arrangements must be communicated to the student in advance of the re-marking.

(129) Re-marking will usually be conducted by:

a. the Course Co-ordinator; or
b. an independent marker not previously associated with the course and approved by the Head of School.

(130) Where the assessment submission was initially marked by two markers, the re-mark should also be conducted by two markers. The two markers may be the Course Co-ordinator and one independent marker, two independent markers, or another combination approved by the Head of School.

(131) Where the re-mark is to be conducted by an independent marker or markers, the Course Co-ordinator must provide:

a. the assessment criteria for marking the assessment item;
b. the course details; and
c. a copy of the student's submitted answer(s) with all initial marks, comments and annotations removed.

(132) The independent marker is not to be provided with the original mark given to the student prior to completing their re-mark.

(133) The Course Co-ordinator must provide the new/revised mark and a recommendation to the initiator of the re-mark and advise the initial marker of the outcome of the re-mark. If the Course Co-ordinator initiated the re-mark, they must be able to justify the final mark to the Head of School or College Pro Vice-Chancellor, if requested.

Part L - Assessment Feedback

Assessment Feedback Policy

(134) Effective feedback is integral to the learning process and can enhance student engagement and success.

(135) At least one form of individualised assessment feedback that identifies strengths and weaknesses in relation to the specific assessment criteria should be provided to students per course.

(136) All assessment feedback must:

a. refer to the assessment requirements and criteria provided to the student prior to their commencing the assessment;
b. be in constructive and supportive language;
c. inform students of those areas where they performed well and where improvements can be made;
d. when possible, advise students what they may be able to do to improve (formative) and/or provide a statement of how the student performed against the assignment criteria (summative); and
e. be provided in accordance with this manual.

(137) Formative feedback should be provided to students when possible. Depending on the type of assessment item, this may be individualised or given to the group of students enrolled in a course.

Assessment Feedback Procedure

(138) Assessment feedback may be provided to individuals, or to a group of students in a variety of ways. It may be:

a. provided verbally by the teaching staff;
b. by peer interaction and self-reflection, provided appropriate prior preparation of students has occurred; or
c. written and provided online, or in hard copy, on the item or in a separate report.

(139) Assessment feedback should be provided to students within 15 University working days of submission of an assessment item so that they can incorporate it into their learning and future assessment items.

(140) Where assessment feedback is not able to be provided in accordance with this requirement, such as for very large classes or due to staff illness, students should be informed as soon as possible as to when the feedback will be provided.

Section 6 - Final Grades and Course Completion

Part M - Course Completion Policy

(141) A student will be deemed to have successfully completed a course where they have:

a. enrolled and accepted all enrolment terms and conditions;
b. satisfactorily completed all Compulsory Course Requirements; and
c. obtained a passing mark, being either:
    i. a mark of 50% or greater; or
    ii. an ungraded pass.

(142) A student will be deemed to have not successfully completed a course where they withdraw after the census date has passed, or receive a fail grade, including a component fail (see Section 7 – Grading Scale).

Part N - Final Results

Final Results Policy

(143) The final result for a specified course will be based on the studies completed by the student in that course. Performance in another course cannot contribute to the final result.

(144) Final results must be confirmed by the Head of School or Head of Domestic Programs, on the recommendation of the relevant School Assessment Body (see 'School Assessment Body' below).

(145) Following confirmation, the course results become the official course results.

(146) Final results will be provided as a mark and a grade for each course (see Section 7 – Grading Scale) except when the course is:

a. awarded an ungraded pass, in which case the student will receive a UP grade; or
b. part of a multi-term sequence, other than the final course in the sequence, in which case the student will be awarded an N/A.

(147) Results pending finalisation may be recorded using an administrative code (see Section 7 – Grading Scale).

(148) Irrespective of a student's mark, if a student has failed to satisfactorily complete a Compulsory Course Requirement, a component fail (CF) mark and grade will be entered against the course, and a fail grade (FF) will be recorded on their official transcript.

(149) Where a student is unable to complete a placement activity for a course within the term, due to scheduling or adverse circumstances, the student will receive an incomplete placement (IP) administrative grade at the fully graded date for the term. The student will not be disadvantaged by the placement activities continuing outside of the term dates. The schedule for completion of the placement activities will be established by the Course Co-ordinator.

Amendment of Final Results

(150) The authority to approve an amendment to a final result is specified in the Delegations Register (Schedule G – Academic Delegations) and summarised in Table 5 below.

(151) For all delegates, the authority excludes instances where the original result was awarded in relation to a determination of academic misconduct in accordance with the Student Conduct Rule.

Table 5 – Amendment to Final Results Approval Authority

Time Frame	Delegate	Conditions
Amendments within 12 months of the relevant fully graded date.	Head of School Head of Wollotuka Institute Head of Domestic Programs	
Amendments made more than 12 months after, but within 2 years of the relevant fully graded date.	Director, Pathways and Academic Learning Support Centre	The exercise of this authority is subject to the recommendation of the Head of Domestic Programs.
	College Pro Vice-Chancellor	The exercise of this authority is subject to the recommendation of the relevant Head of School.
Amendments made more than 2 years after the relevant fully graded date.	Senior Deputy Vice-Chancellor (Academic & Global) University Registrar	The exercise of this authority is subject to the recommendation of the College Pro Vice-Chancellor.

Final Result Responsibilities

(152) The Course Co-ordinator is responsible for:

a. finalising and collating the marks of all assessment items and for ensuring that the final results are available for publication on myHub;
b. coordinating the collation of all marks, cross-checking to ensure all marks have been included in the final grade, and arranging assessment moderation when required;
c. consulting with students during the three University working days following publication of final results; and
d. responding to student requests to review final results, in accordance with clauses 157-164.

(153) Student Central is responsible for:

a. reporting final results and maintaining student academic records in accordance with the Records Governance Policy;
b. publication of final results on myHub; and
c. liaising with the Head of School regarding courses that do not have posted final results and grades prior to the

fully graded date.

(154) The relevant Head of School or the Head of Domestic Programs is responsible for:

a. appointing a School Assessment Body to act as their advisory in accordance with the School Assessment Body Terms of Reference;
b. confirming final results and grades for all courses within the relevant School; and
c. ensuring final results and grades are posted in the student administration system for official publication in accordance with the fully graded date for the relevant term.

Final Results Procedure

(155) The Course Co-ordinator (or their nominee) must be available to consult with students during the three University working days following the publication of the final result.

(156) In the absence of the Course Co-ordinator, the relevant Head of School (or nominee) is responsible for ensuring that appropriate assistance is available to students during this period.

Student Request to Review Final Results

(157) A student who wishes to seek advice or clarification of their final results in a course must email the Course Co-ordinator for that course within three University working days of their final result being published on myHub.

(158) The student must clearly specify why they believe an error has been made in the determination of their final grade and how they reached this conclusion, providing evidence and specific examples wherever possible.

(159) Where the student indicates that they believe not all assessment items have been included in the calculation of the final result, the Course Co-ordinator will provide the mark breakdown to the student. Refer to Table 6 – Example of Mark Breakdown.

Table 6 – Example of Mark Breakdown

	Breakdown of Assessment Type, Weighting and Results				
Assessment Item	Assessment 1 – Essay	Assessment 2 – Presentation/Report	Assessment 3 – Formal Exam	Raw Course Result	Final Course Result
Weighting	20%	40%	40%		
Mark	15.6/20	85/100	60/100		
Contribution to Final Result	15.6	34	24	73.6	74

(160) The Course Co-ordinator (or their nominee) will respond to a request from a student within three University working days of receipt.

(161) After reviewing the result, the Course Co-ordinator will either:

a. leave the original mark unchanged; or
b. recommend an adjusted mark to the Head of School; and
c. submit an Amendment to Final Result Form if required.

(162) The Course Co-ordinator will email the student with the outcome once a determination has been made.

(163) If an administrative error is identified in a final result (e.g. where not all required items of assessment were

included in the final determination of the result), an Amendment to Result Form will be completed by the Course Co-ordinator and approved in accordance with Table 5 Amendment to Final Results Approval Authority.

(164) After seeking a review by the Course Co-ordinator, a student may lodge an appeal against their final result for a course in accordance with this Manual.

Part O - School Assessment Body

School Assessment Body Policy

(165) A School Assessment Body must be established by the relevant Head of School in accordance with the School Assessment Body - Generic Terms of Reference.

(166) The School Assessment Body will undertake the responsibilities documented in the School Assessment Body Generic Terms of Reference, or an approved amended Terms of Reference.

School Assessment Body Procedures

(167) The Course Co-ordinator will:

a. supply the School Assessment Body with Part 1 of the Course Assessment Return, which must include the following components:
    i. a breakdown of the distribution of grades for the course for the current and last three offerings of the course (if available);
    ii. a list of final results achieved by students for the course;
    iii. explanation for any variation in the distribution of grades between offering locations. If the course was delivered in multiple locations during the relevant term;
    iv. results and weightings across each of the assessment components;
    v. a link to the official course outline;
    vi. a list of students with I, IP or S grades at the end of term including the details of when and how these will be resolved;
    vii. a list of students who are eligible for a supplementary assessment per Part P below; and
    viii. outcomes of any applications made under the Adverse Circumstances Affecting Assessment Items Procedure;
b. make recommendations to the School Assessment Body on the final results and grades, including:
    i. details of any scaling procedures or any moderations undertaken, and a rationale for their use; and
    ii. providing an assurance that the assessment components and their weightings accurately reflect the information made available to the students through the course outline; and
c. complete Part 2 of the Course Assessment Return following the School Assessment Body, which must include:
    i. the Course Co-ordinator's evaluation of student and course performance;
    ii. results of the Course Experience Survey (CES), including Course Co-ordinator commentary where relevant; and
    iii. identification of any course revisions to be made for the next offering of course, as recommended by the School Assessment Body or proposed by the Course Co-ordinator.

(168) The School Assessment Body will:

a. review the Course Assessment Returns for all relevant courses within the School Assessment Body's scope;

b. reach consensus on all decisions regarding students results and grades. If consensus cannot be reached a secret ballot will be undertaken and all members will indicate the result or grade they consider appropriate. The outcome of the secret ballot will be that agreed by the majority and must be recorded in the minutes;
c. accept the recommendations of the Course Co-ordinator, unless specific concerns are identified. Where concerns are identified, the School Assessment Body may:
    i. seek clarification from the Course Co-ordinator; or
    ii. request moderation of the results assigned to all students or to a group of students for a particular major assessment item or the final results and grades;
d. request details of any inaccuracies or anomalies between the recorded final result or grade and those recommended to the School Assessment Body, together with any reasons for the differences; and
e. provide written recommendation to the Head of School for a variation of the results and grades when any one of the following occurs:
    i. inaccuracies have been identified;
    ii. non-compliance with a University policy or the approved course outline;
    iii. a moderation has revealed discrepancies in the results awarded; or
    iv. the Course Co-ordinator has confirmed that there is no requirement for a supplementary assessment.

Part P - Supplementary Assessments for Fail Grades

Supplementary Assessment Policy

(169) Supplementary assessments for fail grades are made available to students following overall course failure, rather than a failure of a single assessment item. Students are eligible for a supplementary assessment in a course where they have:

a. obtained a fail grade with a mark between 45 and 49;
b. satisfied any compulsory attendance requirements;
c. satisfied all compulsory course requirements;
d. submitted all required assessment items on time throughout the term, except where there has been an approved application for adverse circumstances extension of time or reschedule of formal examination;
e. not already been provided with an opportunity to resubmit or reattempt any assessment, other than on the basis of adverse circumstances; and
f. not had a finding of student misconduct under the Student Conduct Rule where a penalty has been imposed that impacted the final result.

(170) The Course Co-ordinator will select the supplementary assessment method that best allows students to demonstrate their attainment of relevant course learning outcomes. This may differ from the existing assessment methods within the course.

(171) When setting the method, details and duration of the supplementary assessment, Course Co-ordinators should consider assessment rigour, student effort, and the course learning outcomes to ensure efficient, effective, and fair evaluation.

(172) If the student passes the supplementary assessment, their mark will be changed to a passing mark (capped at 50) via the amendment to final result process.

(173) The student's original mark will stand if:

a. the student elects to not undertake the supplementary assessment;

b. the item is not completed within the specified timeframe; or
c. the student fails the supplementary assessment.

Supplementary Assessment Procedures

(174) Eligible students will be identified by the Course Co-ordinator or through the School Assessment Body.

(175) The Course Co-ordinator will provide students with details of the supplementary assessment no later than three University working days after the release of final results.

(176) If the supplementary assessment is an examination, the School will be responsible for the coordination and administration of the supplementary examination.

(177) After receiving advice about the arrangements for the supplementary assessment item, unless there are approved adverse circumstances arrangements, the student will either:

a. have up to five University working days to complete the item; or
b. be administered a supplementary examination by the School within five University working days.

(178) The Course Co-ordinator will ensure that the grade change is processed within 10 University working days of the release of the original result.

Part Q - Appeals Against a Final Result

Appeals Against a Final Result Policy

(179) An appeal against a final result must be in accordance with the Academic Appeals Policy.

(180) A valid appeal against a final result is one that addresses one or more of the following appeal criteria and includes relevant supporting evidence in writing:

a. due regard was not paid to an allowable adverse circumstance;
b. the student was disadvantaged due to a disruption during the conduct of the assessment;
c. the mark for an assessment item(s) (including the final examination) is inconsistent with the stated marking criteria;
d. the type or weighting of an assessment item(s) differs from information in the Course Outline;
e. the content or topic of an assessment item(s) does not reflect the content of the course; or
f. the student's performance in the course was adversely affected by circumstances that were not apparent at the appropriate time.

(181) The following are not valid grounds to appeal a final result:

a. a study overload;
b. personal or medical problems other than those permitted under the Adverse Circumstances Affecting Assessment Items Policy and its associated procedure;
c. financial implications of not passing the course;
d. marks or grades received by other students in the course;
e. marks or grades received by the student in other courses;
f. lack of language proficiency;
g. the amount of effort the student has contributed;
h. a penalty imposed on a student for academic misconduct in accordance with a University policy;

i. the need for additional marks to achieve a higher grade; or
j. general unspecified grievances.

(182) Where a mark or grade has been received as a consequence of academic misconduct, any review of the final result must be made in accordance with the Student Conduct Rule.

(183) Determinations made by the relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee relating to appeals against final results in a course are final and there is no further avenue for appeals within the University. The student may have rights of appeal outside the University. Please refer to the Academic Appeals Policy.

Appeal Against a Final Result Procedure

(184) To lodge an appeal a student must submit an application within 10 University working days of the publication of the final result via the online portal Appeal Against a Final Result.

(185) The relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee will consider all valid appeals against a final result.

(186) Appeals that do not provide evidence of the following criteria may be rejected by the Secretary to the relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee:

a. contact or attempted contact with the Course Co-ordinator (or nominee); and
b. addressing at least one of the above valid appeal criteria listed in this Manual and including relevant supporting evidence in writing.

(187) The relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee may request any additional information required to determine the outcome of an appeal.

(188) Students will be notified of the outcome of their appeal by the Secretary, usually within 25 University working days after publication of the final result. The notification should identify which appeal criteria formed the basis of the appeal decision.

(189) The Chair of the relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee is authorised to conduct urgent business between scheduled committee meetings, including to determine the outcome of appeals received between scheduled committee meetings. Actions taken under this delegation must be reported to the relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee at the next meeting.

(190) Each College Progress and Appeals Committee will report to their College Board annually on the activities initiated under this section. The Pathways and Academic Learning Support Centre Progress and Appeals Committee will report to the Pathways and Academic Learning Support Centre Board annually on the activities under this section.

(191) These reports must be available for compliance and monitoring if requested by Academic Senate.

Late Appeals

(192) A late appeal of a final result:

a. may be accepted provided that the student has not already lodged an appeal against the final result in that course;

b. must be lodged within two months after the publication of the final result; and
c. must be submitted using the online portal and provide:
    i. evidence of having contacted the Course Co-ordinator; and
    ii. supporting documentation including information that precipitated the late submission.

(193) The acceptance of a late appeal of a final result will be at the discretion of the Chair of the relevant College Progress and Appeals Committee or Pathways and Academic Learning Support Centre Progress and Appeals Committee.

(194) Students submitting an appeal more than two months after publication of the final result can only apply for a Withdrawal (W).

Appeal Outcomes

(195) Where an appeal of a final result is rejected, the original final result for the course will stand.

(196) The relevant Progress and Appeals Committee may recommend that a student whose appeal is rejected apply for a remission or refund of tuition fees. This recommendation is not a guarantee of eligibility for a refund or remission – refer to Refunds and Remission of Debt for details.

(197) Where an appeal is upheld, the relevant Progress and Appeals Committee will determine the appropriate remedial action for the student, which may include (but is not limited to):

a. re-calculation of marks for an assessment item(s), e.g. to remove a penalty applied for late submission;
b. re-marking of assessment item(s), by the Course Co-ordinator or an independent marker, in accordance with Section 5 of this Manual; or
c. allowing the student to:
    i. submit a previously non-submitted assessment item;
    ii. re-attempt a previously attempted assessment item; or
    iii. complete a supplementary assessment item.

(198) Unless the relevant Progress and Appeals Committee specifies otherwise:

a. the same rules and conditions will apply to supplementary assessment items as for Supplementary Assessments for Fail Grades (refer to Part P of this section); and
b. the student's revised final grade for the course following a successful appeal will be capped at 50.

(199) Where there is evidence of a significant error in the course assessment processes, the relevant Progress and Appeals Committee may make a recommendation to the relevant Head of School for the moderation of marks for assessment item(s) for all students affected by the error, in accordance with Section 5 of this manual.

(200) When a moderation process is initiated at the recommendation of a Progress and Appeals Committee, the Head of School or Head of Domestic Programs (or their nominee) will inform all students who may be affected that a moderation process is being undertaken, and that this may result in student's marks being varied upwards or downwards.

(201) The Course Co-ordinator is responsible for taking any necessary steps required to give effect to the outcome of an appeal. In exceptional circumstances, or where the Course Co-ordinator is unavailable, the Progress and Appeals Committee may nominate the Head of School or Head of Domestic Programs to action the outcome of the appeal instead.

(202) Where the student's final grade is to be amended as the result of the outcome of their appeal, the amendment must be approved by the relevant delegate (see Table 4 Amendment to Final Results Approval Authority).

Section 7 - Grading Scale

(203) The grading scale used for marking of assessment items and final results in coursework courses is set out in Table 7.

Table 7 – Coursework Grading Scale

Mark Range	Grade	Description	Attributes of Grade
85-100	HD	High Distinction	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery or skills; and achievement of all learning outcomes.
75-84	D	Distinction	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills; and achievement of all learning outcomes.
65-74	C	Credit	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills; and achievement of all learning outcomes.
50-64	P	Pass	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills; and achievement of all learning outcomes.
0-49	FF	Fail	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.
-	UP	Ungraded pass	A passing grade awarded in a course for which only a pass or fail is available. No marks are provided.

(204) For the purpose of Table 7, ‘skills’ are those identified for the purpose of relevant assessment item(s).

(205) Results pending finalisation may be recorded using an administrative code, as listed in Table 8.

Table 8 – Administrative Grading Codes

Code	Short Description	Circumstances Where Code is Used
I	Incomplete	Used where a student has not completed all aspects of the course and the result in the course is yet to be finalised. Unless resolved, Incomplete (I) grades will become Fail (F) grades 90 calendar days after the fully graded date of the term for which the result was entered.
IP	Incomplete Placement	Used where a placement or practicum does not align with the term dates and is continuing after the fully graded date. Unless resolved, Incomplete Placement (IP) grades will become Fail (F) grades 180 days after the fully graded date of a term for which the result was entered.
S	Special Consideration	Used where a student has been granted special consideration (e.g. a supplementary examination) under the Adverse Circumstances Affecting Assessment Items Policy. Unless resolved, Special Consideration (S) grades will become Fail (F) grades 90 calendar days after the fully graded date of the term for which the result was entered.
NA	Not applicable	Used only for some components of Higher Degrees by Research and Part A of Multi-Term Sequence Courses.

Code	Short Description	Circumstances Where Code is Used
W	Withdrawn	Used where: a. a student withdraws from a course after census date; or b. a student is permitted to withdraw by the College Pro Vice-Chancellor and/or the Academic Senate in accordance with the relevant University policy or procedure; or c. a student is permitted by the Head of School to withdraw due to an administrative error.
WS	Withdrawn Special Circumstances	Used where a student withdraws after the census date and satisfies the special circumstances provisions determined by the Department of Education.
EX	Credit Awarded	Indicates that credit has been approved and added to the student's record in accordance with the University policy. Note: the EX code appears on internal transcripts only.
CF	Component Fail	Used when the student has failed one or more compulsory components of a course. Note: the CF Code will appear on internal transcript only; an FF grade will appear on external / official transcripts.

Section 8 - Relaxing Provision

(206) To provide for exceptional circumstances arising in any case, the Senior Deputy Vice-Chancellor (Academic & Global) and President Academic Senate in a joint capacity and on the recommendation of a College Pro Vice-Chancellor, may relax any provision of this document provided that the relaxation:

a. does not compromise compliance with external obligations (including but not limited to contractual, legislative or accreditation requirements);
b. does not override a decision made under a formal delegation of authority;
c. does not replace a decision that is subject to a formal delegation of authority; and
d. gives due consideration to procedural fairness.

Section 9 - Appendices

(207) Assessment Types and Combinations

(208) School Assessment Body - Generic Terms of Reference

(209) Formal Examination Paper Creation and Review Checklist - Online Open Book Exams

(210) Formal Examination Paper Creation and Review Checklist - On Campus Exams

Status and Details

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Effective Date	5th November 2026
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Responsible Executive	Belinda Yourn Senior Deputy Vice-Chancellor (Academic & Global)
Enquiries Contact	John Radvan Senior Manager, Academic Governance & Compliance

Glossary Terms and Definitions

"Graduate" - (Noun) Has the same meaning as in section 3(2) of the University of Newcastle Act 1989.

"University" - The University of Newcastle, a body corporate established under sections 4 and 5 of the University of Newcastle Act 1989.

"Joint Medical Program (JMP)" - The Bachelor of Medicine or Bachelor of Medical Science and Doctor of Medicine as delivered in partnership by University of Newcastle and University of New England.

"Core course" - A course within a program which is necessary to fulfil the requirements of that program.

"Working day" - Any day other than Saturday, Sunday, or a public holiday in Newcastle, on which business may be conducted.

"Academic misconduct" - Means conduct by a student that is defined as academic misconduct in the Student Conduct Rule.

"Assessment item" - Any form of work used to measure student learning outcomes and to determine the final result for a student in a course.

"Campus" - means any place or premises owned or controlled by the University, but may also specifically refer to a designated operating location such as the Callaghan Campus.

"Census date" - The date in each term on which a student / candidate enrolled in a course is deemed to be financially liable for the course.

"Course" - When referring to a course offered by the University, a course is a set of learning activities or learning opportunities with defined, assessed and recorded learning outcomes. A course will be identified by an alphanumeric course code and course title. Course types include core courses, compulsory courses, directed courses, capstone courses and electives. For all other uses of this term, the generic definition applies.

"Credit" - When referring to course credit, credit is the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit can reduce the amount of learning required to achieve a qualification. For all other uses of this term, the generic definition applies.

"Student" - A person formally enrolled in a course or active in a program offered by the University or affiliated entity.

"Student misconduct" - Academic misconduct, non-academic misconduct and/or research misconduct.

"Examination" - An assessment item that contributes to a learning outcome or learning outcomes of a course. An examination may be undertaken during the teaching period of a course or during the formal examination period.

"Learning outcome" - In accordance with the AQF definitions, the expression of a set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

"Postgraduate" - Any qualification being at the level of Graduate Certificate or above.

"Program" - When referring to learning, a program is a sequence of approved learning, usually leading to an Award. For all other uses of this term, the generic definition applies.

"Program Convenor" - The academic staff member with overall responsibility for the management and quality of a program.

"Research" - As defined in the Australian Code for the Responsible Conduct of Research, or any replacing Code or document.

"School" - An organisational unit forming part of a College or Division, responsible for offering a particular course.

"Staff" - Means a person who was at the relevant time employed by the University and includes professional and academic staff of the University, by contract or ongoing, as well as conjoint staff but does not include visitors to the University.

"Term" - When referring to an academic period, term means a period of time aligned to an academic year for the delivery of a course in which students enrol and for which they are usually charged fees for example semesters, trimesters, summer, winter or full-year term. The academic year for a term is determined by the academic year in which the course commences, not concludes. For all other uses of this term, the generic definition applies.

"Undergraduate" - Refers to any qualification up to and including the level of a Bachelor Honours degree.

"Unit" - When referring to an academic unit, unit means the proportional amount of academic credit allotted to a course. This term is used to define the requirements for a program award of the University and indicate a student's enrolment load. For all other uses of this term, the generic definition applies.

"Compulsory Course" - A course within a major or specialisation, which is essential and must be satisfactorily completed to fulfill the requirements of that major or specialisation.

"fully graded date" - The approved date for the term at which official course results are released and published.

"College" - An organisational unit established within the University by the Council.

"Learning Management System" - The web-based system used to help facilitate online interactions between staff and students in their learning and teaching activities.

"Delegate" - (noun) refers to a person occupying a position that has been granted or sub-delegated a delegation of authority, or a committee or body that has been granted or sub-delegated a delegation of authority.