



Approval Authority	Academic Board
Policy Owner	Academic Dean
Approval Date	April 10, 2024
Next Review Date	April, 2027
Related documents	<p><i>Academic Integrity Policy</i> <i>Student Grievance and Resolution Policy</i> <i>Student Code of Conduct Policy</i> <i>Staff Code of Conduct Policy</i> <i>Moderation Policy</i> <i>Student Support Policy</i> <i>Access and Reasonable Adjustment Policy</i> <u>Disability Discrimination Act 1992*</u> <u>Disability Standards for Education 2005*</u> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>Tertiary Education Quality and Standards Agency Act 2015 (TEQSA Act)</i> <i>*as amended from time to time</i></p>

1. Purpose

This policy sets out

- the principles underlying how student assessment will be conducted.
- Information on all types of assessment, irrespective of mode of delivery or assessment methods.
- Guidance on assessment practices.

2. Scope

- This policy applies to all coursework units delivered by the AIA, at the undergraduate and postgraduate level, except where an exemption is approved.
- Information included relates to assignments and examinations, and deferred examinations.
- The accompanying procedure applies to all coursework units delivered by the AIA, at the undergraduate and postgraduate level, unless an exemption is approved according to the principles in this document.

3. Definitions

- Examination:** An assessment task, in a form that the authorship can be authenticated, under time constraints, which is scheduled under the jurisdiction of the Learning and Teaching Committee during the official examination period. Examinations are intended to measure the attainment of candidates in meeting specified learning outcomes in a unit of study.

- **Examination timetable:** the schedule of the times unit examinations is conducted during the official examination period.
- **In-class examination:** an assessment task, in a form that the authorship can be authenticated, under time constraints, which is completed by students during a scheduled timetabled class session.
- **Student:** a person officially enrolled in a unit at the AIA.
- **Supervisor:** person/s authorised to supervise a unit test/examination during the official examination period.
- **Take-Home Examination:** an assessment task, in a form that the authorship can be authenticated, , scheduled by the Unit Convenor which is completed by students outside of timetabled class sessions but with specified guidelines and with a stipulated submission time.
- **Test:** an assessment task, in a form that the authorship can be authenticated, under time constraints, which is scheduled by the Unit Convenor during the trimester the unit is offered.
- **Test or Examination Venue:** the place where an examination or test is officially conducted.

4. Principles

i) General:

- a) The academic performance of each student is individually assessed against the learning outcomes of the unit, independently of the assessment of other students in the unit. This should not be read to exclude the use of group assessments.
- b) Student performance is recorded in the form of marks and grades in relation to a set of agreed standards known as grade descriptors. These standards are applicable across all courses in AIA.
- c) Assessment outcomes will be moderated to ensure that judgments of students' performance are consistent, transparent, reliable, and valid.
- d) All assessments will be fit for purpose in the blended/online delivery environment and take account of students studying entirely online.
- e) The keeping of records of assessment processes, and outcomes are required for AIA's accountability to students, staff, and the relevant regulatory authorities.
- f) The [Disability Discrimination Act 1992](#) and the [Disability Standards for Education 2005](#) require the AIA to reasonably accommodate the needs of students with a disability or health condition.
- g) A student may appeal the result of an assessment, if evidence is provided in support of the appeal, using the *Student Grievance, Resolution Policy and Procedure*.

ii) Assessment:

- a) Assessment is an approach used to evaluate a student's achievement of identified learning outcomes.
- b) Assessments may include items which are normally submitted as work conducted during the trimester, and which help to develop graduate attributes.

- c) Assessment items can be formative or summative, formal or informal, and can take other forms including, but not limited to, essays, short answer questions, case study analysis, practicals, demonstrations, workshops, portfolios and examinations, to appraise the knowledge and skills of students.
- d) Assessments can be developed through the Learning Management System (Canvas) utilising its particular features.
- e) Unit outlines will give information on assessment briefs which will outline the method of submission, format, deadline for submission and information on late submission acceptances, and other relevant information.
- f) All assessments, excluding examinations (see section on Examinations), are required to be submitted electronically unless exceptions are granted by the Academic Dean or the relevant Unit Convenor. Where an assessment cannot be submitted electronically (e.g. a model or a practical assessment), an electronic coversheet must be submitted online.
- g) Assessments must include a student number as the key identifier. Student name should not be visible for moderation.
- h) The AIA uses text-matching software to check originality of all text-based student submissions and sets an acceptable originality index for each course.
- i) The assessment strategy will also use design alternatives to minimise opportunities to breach academic integrity, including drawing from the TEQSA Academic Integrity Toolkit.
- j) Students have a responsibility to fulfil participation and assessment requirements set out in the unit outline for the unit in which they are enrolled.
- k) When generative artificial intelligence is used by students as part of assessment:
 - it is expected to be used with honesty and in a manner that is responsible and ethical.
 - If students use generative artificial intelligence to create work submitted for assessment, it must always be acknowledged.
 - Where use of generative artificial intelligence tools is not allowed in an assessment task, the Unit Convenor will specify the types of generative artificial intelligence tools (e.g. text-generating, image-generating, translators) that cannot be used.
 - Such restrictions are recorded in the assessment documentation, in unit guides or in examination instructions.
 - AIA will provide staff and students with resources to guide their understanding and use of generative artificial intelligence tools.
- l) A student may apply for an extension if extenuating circumstances unduly disadvantage the student in their AIA studies, and where the circumstances can be evidenced.
- m) All units (unless exempted by the Academic Dean) will offer students supplementary assessment according to the criteria and organisational principles outlined in the Assessment Procedures.

iii) Examinations

- a) Examinations are designed and held in an environment that allows students to perform to their potential within

the scope of a unit's learning objectives.

- b) Assessment of a unit must not rely on a final examination as the only form of assessment.
- c) Where online examinations are conducted in a unit, the Unit Convenor will liaise with IT support to address issues of security, verification of student identity and provision of technical support for students.
- d) The timetabling of examinations must minimise disadvantage to students.
- e) No material other than that specified in the examination paper will be allowed in an examination room.
- f) Changes to permitted materials will not be allowed after the final version of the examination timetable has been published.
- g) Deferred exams
 - There must be evidenced and acceptable grounds for the approval of a deferred examination. Any request for deferral that does not meet the grounds specified in this policy and does not have suitable evidence, will not be accepted.
 - The content of the deferred examination should be significantly different from the original examination.
 - Students are only permitted one deferral per examination unless otherwise approved by the Academic Dean.
 - Any student unable to attend their deferred examination will be given a fail grade for that examination or permitted a late withdrawal if acceptable evidence is provided and approved.

iv) Feedback

- a) In the context of assessment, feedback is information on the evaluation of each student's response, and which is returned to students in a timely manner, typically within 15 working days.
- b) The purpose of feedback is to provide students with information on:
 - how effectively they have responded to the assessment items
 - what standard of performance the student has achieved and what the student needs to do to improve that standard of performance. Students will be provided with timely and effective feedback on their assessments that supports further learning.

v) Grades

- a) Grade descriptors (for example, pass, credit, distinction) are symbols that indicate either the level of student performance in an assessment item or overall performance in a unit against specified standards.
- b) Except for ungraded passes, the final grade in a unit provides an aggregation of a series of prior assessments of student performance in that unit of the student's achievement of the learning outcomes in that unit.
- c) In some units it is appropriate to require students to pass all, or only specified, items of assessment to achieve a pass grade in the unit.
- d) Grades reflect an individual student's performance in relation to pre-defined standards set out as grade descriptors. The awarding of grades is an outcome of academic or professional judgment. Such judgments will be managed by moderation to ensure consistency both within and across units.

vi) Moderation and review

- a) Moderation enables judgments made by different staff involved in assessing student performance to be compared and either validated or adjusted as appropriate. Moderation is fundamental to good assessment practice. The purpose of moderation is to:
- maintain agreed standards in the assessment of student work through a valid, consistent, and transparent process; and
 - ensure that assessment reflects student performance rather than variable standards among different markers.
- b) Pre-moderation of a question/assessment item will be undertaken by Course Convenor appointed internal moderators. Please refer to the *Moderation Policy* for more details.

vii) Record Retention

- a) AIA will keep records to:
- keep track of the multiple assessment items required for good practice in assessment. It is from such records that an overall judgment will be made about what progress a student has made.
 - judge the reliability and validity of assessment items.
 - provide a basis for lecturers to reflect on assessment practice, especially where records refer to the processes and contexts of assessment.
 - provide a legal basis for judgments made about student performance; and
 - provide evidence of the quality of courses or of compliance with regulatory or professional accreditation requirements.
- b) Unit Convenors will keep records in the Learning Management System relating to assessment, such as:
- each assessment item regardless of the form of the assessment item
 - the receipt of an assessment item from a student
 - the marks (and grades) for each assessment item; and
 - any special consideration given to a student's submission of assessment items (such as applications for extensions).
- c) Records of assessment will be sufficient to enable an adjudicator within or outside the AIA to make a credible and independent judgment on a student's progress or result. This applies to the review of a result under grievance procedures.

5. Procedural requirements for policy implementation

- a. Students are to complete assessments, tests and examinations with academic integrity. Cheating in any form during an examination/test may result in a failing grade being recorded for the unit in question and may result in exclusion from the course of study or the institution. Refer to Academic Integrity Policy.
- b. If due to extenuating circumstances, i.e. in circumstances beyond their control, students are unable to be present at the scheduled time for an examination or test, or unable to submit an assessment response on time, a request for special consideration is to be submitted with official documented evidence.

- c. A first year student from a non-English speaking background, who has been in Australia for less than five (5) years, may be granted permission to have use of an unannotated, bilingual dictionary (non-electronic) and ten (10) minutes of additional time per hour of a test or examination.

Assessment tasks

- a) Assessment tasks should be designed in a way to allow students to demonstrate their knowledge of the subject and meet the learning outcomes of the units.
- b) Only one late submission (an assignment submitted after the due date) is permitted.

i) Supplementary Assessment

- a) According to the Unit Convenors where it is impractical or professionally inappropriate to offer supplementary assessment tasks (such as teaching practicums and internships), can apply to the Academic Dean for an exemption from the requirement to offer supplementary assessment.
 - b) Students who successfully complete supplementary assessment (including a supplementary examination) and become eligible for conferral may not be able to attend a conferring ceremony until after the end of the following teaching period. However, students may be conferred 'in absentia' at an appropriate ceremony.
 - c) A student, who achieves a pass mark in a supplementary assessment, shall receive the minimum required mark required to receive a pass grade in that unit (e.g. 50/100).
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- a) The supplementary assessment task must be significantly different from the original task but comparable in terms of the learning outcomes being assessed.
 - b) To be eligible for supplementary assessment, a student must:
 - have failed a unit, with a final mark within 5% of the minimum pass mark (e.g. 45- 49%) in the unit; and
 - Having been offered the chance to complete a supplementary assessment, passes that assessment (e.g. achieve 50+%)
 - c) Supplementary assessment is not permitted in a unit where there was a proven case of academic misconduct against the student which resulted in a lower mark for the unit.
 - d) Supplementary assessment tasks will be subject to the same academic oversight as standard assessment tasks. Supplementary assessment is not to be of a lesser quality.
 - e) If a supplementary examination is not an appropriate form of supplementary assessment, then an alternative piece of supplementary assessment will need to be developed. This could take the form, for

example, of an oral examination, a 'take-home' examination, an additional written essay, a test, a seminar presentation, or a laboratory report.

- f) In exceptional, unavoidable, and verifiable circumstances a student can apply to defer the supplementary examination, subject to the approval of the Office of Registrar in consultation with Academic Dean.
- g) If a student is not satisfied with the Registrar's (or delegates) decision (to approve or not approve the application for a deferred supplementary examination) they may, in the first instance, seek a review of the decision made by Registrar (or delegate) (who may consult with the Unit Convenor, Course Convenor or other appropriate staff).
- h) Students who undertake supplementary assessment are subject to the same consideration under AIA regulations and policy about special consideration, misconduct in examinations, and appeal processes as they are for regular assessment tasks.
- i) A student may seek a review of any final result for a unit. (see the *Student Grievance and Resolution Policy and Procedures*). A student also may seek feedback on any final result.

Extensions

- Extensions granted for short-term extenuating circumstances must not be beyond the teaching period in which the student is undertaking the unit to avoid delaying student progress.
- If a student is unable to submit/undertake an assessment as required due to exceptional circumstances that occurred after the census date, the student may apply for a late withdrawal from the unit, using the *Intermission/Withdrawal Form*, which will be granted at the discretion of AIA Student Administration.

Withheld Results

The withheld result is an interim result intended to cover the delay in awarding a final result for a coursework unit. WH grades are given, for example: when a student has been given an extension for submitting an assignment as the result of extenuating circumstances

- pending a student conduct investigation
- pending mastery assessment
- the student is on exchange or professional practice placement

The following types of withheld grades are available for use in given circumstances:

Interim Grade	Letter Grade	Application
Withheld Result Standard	WH	Circumstances such as extensions to submission of assessment items. Also used in cases where results are not available in time for standard release of results.
Withheld Result Extended	WHE	Exceptional circumstances leading to an extension of a WH grade. Only one extension is permitted.
Withheld Result WIL	WHW	Withheld result due to internship/placement availability.
Withheld Result Conduct	WHC	Withheld due to Student Conduct investigation, including Summary Inquiries.
Supplementary or Modified Assessment	SX	Supplementary or modified assessment has been offered upon meeting the supplementary eligibility criteria or special consideration. Final mark to be determined post completion of supplementary assessment.

Marking/Grading

- a) Students will be awarded a mark for each assessment item unless the item or unit is assessed on a pass/fail basis only or the assessment is formative and does not contribute to the final grade.
- b) Students who undertake supplementary assessment will only be assessed on a pass/fail basis in the supplementary assessment task and in the unit.
- c) Marks will not be awarded for participation unless there is a specific assessment task or demonstration of a competency included in the session in which students are participating.
- d) In instances where participation leads to an assessable task, students will be informed beforehand and given information on the criteria for marking and grading in the session.
- e) Marking guides must be made available to students on the unit Learning Management System site.
- f) Penalties:
 - a. Where a student exceeds assessment word limits by greater than 10% the penalty rate will be 1% of the total available marks per 5% over the threshold. For example:
 - Assessment Word Limit: 2000 words
 - Penalty Threshold: 10% (200 words)
 - Penalty rate: 1% of total available marks per 5% over the threshold (100 words)
 - An assessment submission of 2400 words exceeds threshold by 200 words (2400-2200), therefore 1% penalty applied for each 100 words over threshold. Total penalty 200 words/100 words * 1% = 2% deduction from the total available marks.
 - b. When a student does not submit an assessment task on or before the due date and time, the student will incur a penalty of five percentage (5%) points per day from the total mark available, up to a maximum of seven days at which time the submitted assignment will receive a mark of zero, unless there are approved extenuating circumstances. The minimum mark an assignment can be awarded is zero.

i. Criteria for Awarding Grade

- a) Criteria to achieve a pass in a unit are set out in the section on assessment in the unit outline.
- b) The unit outline must clearly indicate if a fail grade may be awarded despite an aggregate result from individual assessment items indicating a pass. This may be appropriate where professional competence or accreditation is required.

ii. Grade Descriptors

Grades are described in terms of letters (e.g. P, D) or numerically (e.g. 54%, 77%).

Numerical grades are used:

- to provide greater differentiation of student performance than that possible using letter grades, for example, to distinguish between a low and high pass; and/or
- to provide a means of aggregating grades awarded to different assessment items; and/or
- to provide more detailed information on student performance where required for external institutions (for example, for admission to universities in other countries).

Designated Grade	Verbal Description
High Distinction (HD)	Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise originality or creativity.
Distinction (D)	Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.
Credit (C)	Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.
Pass (P)	Work showing a satisfactory achievement of the learning outcomes of the unit.
Fail (N)	Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.
Withdrawn Fail (WF)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant.
Withdrawn Late (WL)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant without penalty.
Fail no Submission (FNS)	No assessment submitted.
Absent Fail (AF)	No attendance or submission.
Supplementary Pass (SP)	Supplementary Pass Eligibility: <ul style="list-style-type: none">• Failed a unit/s within a trimester, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and

	<ul style="list-style-type: none"> • Having been offered the chance to complete a supplementary assessment, passes that assessment (e.g. achieve 50+%) <p>Note: Maximum Numerical Grade awardable is 50%</p>
Conceded Pass (CP)	<p>Conceded Pass Eligibility:</p> <ul style="list-style-type: none"> • Be enrolled in their final teaching period of study • Have failed a single unit, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and • Have passed all other units undertaken in that teaching period. <p>Note: Maximum Numerical Grade awardable is 50% and CP to be discussed and ratified by the Learning and Teaching Committee and/or delegated subcommittee.</p>

The generalised grade related descriptors above apply across all units. At the same time, the descriptors need to be interpreted in the context of specific disciplines or professional fields. These judgments reflect a wide range of factors including:

- the level of the unit (such as 1st year or 2nd year)
- the nature of the unit (core or elective)
- the performance standards of the secondary education sector
- the standards established by professional associations
- accepted national and international standards
- the expectations of employers.

iii. Relationship between letter grades and numerical grades

a) The following table represents the relationship between letter and numerical grades at the AIA for both individual assessment items and the final result for the unit;*

Grade	Letter Grade	Numerical Grade	Grade Point*
High Distinction	HD	80% – 100%	7
Distinction	D	70% - 79%	6
Credit	C	60% - 69%	5
Pass	P	50% - 59%	4
Fail	N	0% - 49%	0
Withdrawn Fail (withdrawn after census)	WF	0%	0
Withdrawn Late	WL	0%	0
Fail no submission	FNS	0%	0
Absent Fail	AF	0%	0
Supplementary Pass	SP	50%	2
Conceded Pass	CP	50%	1

*Note: The translation of grades for the series of individual assessment items into the final grade for the unit is defined by the conditions specified in the unit outline.

AIA uses GPA 0 to 7 of which 7 being the highest GPA a student can attend.

The GPA is calculated by multiplying the credit points for the unit studied by the scale value of the grade received for the unit. Then the sum of all these values is divided by the sum of credit points of the units studied.

The formula is:

$$\text{GPA} = \frac{\Sigma (\text{grade value} \times \text{unit credit points})}{\Sigma \text{unit credit points}}$$

$$\Sigma \text{unit credit points}$$

Reporting

- g) Unit Convenor are required to report on grade distributions and comment on any related academic standards at unit level.

Feedback

- h) Qualitative and/or quantitative feedback are provided to students to support student learning, which may include self-review and/or peer review feedback opportunities that build a student's capacity to make judgements about their own work, within 15 working days of the completion of an examination or deferred examination or an assignment's due date.
- i) Students will be given the opportunity to discuss their performance and the feedback they have received with an appropriate member of the academic staff.

Version History

Version	Approved by	Approval Date	Details
2.0	Academic Board	16/11/2020	Added GPA equivalence to the Grading Scale Table
2.1	CEO	8/12/2020	Added specific references to 'online'
3.0	Academic Board	10/4/2024	Policy Review Project – creation of a Policy only document, with guidance on procedural requirements for policy implementation. Reviewed as part of the Student Management System set up.

Document Owner: Academic Board



Generic Marking Rubric Template

Criteria	N (0-49)	Pass (50 – 59)	Credit (60 – 69)	Distinction (70 – 79)	High Distinction (80-100)	Marks
Context setting in the report	<p>The report does not have one or more of the elements listed below.</p> <p>All need to be better structured and developed with further details.</p>	<p>The report has all the elements listed below.</p> <p>Some of them should be better structured ...and/or developed with further details.</p>	<p>The report has all the elements listed below.</p> <p>All elements are structured and developed with enough details but not well connected.</p>	<p>The report has all the elements listed below.</p> <p>All elements are structured and developed with well selected details.</p> <p>All elements are connected to form a narrative.</p>	<p>The report has all the elements listed below.</p> <p>All elements are structured and developed with well selected details.</p> <p>All elements are connected to form a narrative with the specific purpose of the report.</p>	/10
	<p>Quality of:</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Publication details of the article ▪ Summary of the article - Conclusion 	<p>None</p> <p>Needs Improvement</p> <p>None</p> <p>Needs Improvement</p> <p>None</p> <p>Needs Improvement</p> <p>None</p> <p>Needs Improvement</p>	<p>Needs Improvement</p> <p>Needs Improvement</p> <p>Needs Improvement</p> <p>Needs Improvement</p>	<p>Satisfactory</p> <p>Satisfactory</p> <p>Satisfactory</p> <p>Satisfactory</p>	<p>Comments:</p>	

Depth of analysis of the characteristics	The report fails to identify or discuss all the relevant aspects of the article for analysis.	The report identifies most of the relevant aspects of the article for analysis. Their analysis could be discussed more comprehensively.	The report identifies all the relevant aspects of the article for analysis. Their analysis was discussed comprehensively.	The report identifies all the relevant aspects of the article for analysis. Their analysis was discussed comprehensively and logically connected.	The report identifies all relevant aspects of the article for analysis. Their analysis was discussed comprehensively and logically connected considering the purpose of the report.	/10																							
	Analysis of: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">▪ Logic within the article</td> <td style="width: 15%;">None</td> <td style="width: 15%;">Needs Improvement</td> <td style="width: 15%;">Satisfactory</td> <td style="width: 15%;">None</td> </tr> <tr> <td>▪ Article's currency</td> <td>Needs Improvement</td> <td>Satisfactory</td> <td>None</td> <td>None</td> </tr> <tr> <td>▪ Article's accessibility</td> <td>Needs Improvement</td> <td>Satisfactory</td> <td>None</td> <td>None</td> </tr> <tr> <td>▪ Article's stability</td> <td>Needs Improvement</td> <td>Satisfactory</td> <td>None</td> <td>None</td> </tr> <tr> <td>▪ Article's authority</td> <td>Needs Improvement</td> <td>Satisfactory</td> <td></td> <td></td> </tr> </table>			▪ Logic within the article	None		Needs Improvement	Satisfactory	None	▪ Article's currency	Needs Improvement	Satisfactory	None	None	▪ Article's accessibility	Needs Improvement	Satisfactory	None	None	▪ Article's stability	Needs Improvement	Satisfactory	None	None	▪ Article's authority	Needs Improvement	Satisfactory		
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▪ Article's authority	Needs Improvement	Satisfactory																											
Analysis of the sources used to write the article	The report has not identified sources (or the lack of) used in the article.	The report identifies some sources (or the lack of) used in the article.	The report identifies all sources (or the lack of) used in the article.	The report identifies all sources (or the lack of) used in the article,	The report identifies all sources (or the lack of) used in the article,	/10																							

	The report thus does not include any analysis.	The report includes a partial analysis of the sources, but the analysis is not well connected.	The report includes a partial analysis of the sources, but the analysis is not well connected.	The report includes a comprehensive analysis of the sources, and the analysis is well connected.	The report includes a comprehensive analysis of the sources, and the analysis is very well connected considering the purpose of the report.											
	Analysis of: <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">▪ The article's representation of the sources</td> <td style="width: 15%;">None</td> <td style="width: 15%;">Needs Improvement</td> <td style="width: 15%;">Satisfactory</td> </tr> <tr> <td>▪ Quality of the sources (e.g. currency, authority)</td> <td>None</td> <td>Needs Improvement</td> <td>Satisfactory</td> </tr> <tr> <td>▪ Suitability of the sources</td> <td>None</td> <td>Needs Improvement</td> <td>Satisfactory</td> </tr> </table>			▪ The article's representation of the sources	None		Needs Improvement	Satisfactory	▪ Quality of the sources (e.g. currency, authority)	None	Needs Improvement	Satisfactory	▪ Suitability of the sources	None	Needs Improvement	Satisfactory
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▪ Quality of the sources (e.g. currency, authority)	None	Needs Improvement	Satisfactory													
▪ Suitability of the sources	None	Needs Improvement	Satisfactory													

Independent research on the accuracy of the article using external sources (with justification)	The report does not include any external sources.	The report includes a limited set of arbitrarily selected external sources to validate the article.	The report includes a limited set of purposefully selected (with some justification) external sources used to validate the article.	The report includes a comprehensive list of purposefully selected (with some justification) external sources used to effectively validate the article.	The report includes a comprehensive list of purposefully selected and well justified external sources used to effectively validate the article considering the purpose of the report.	
	<p>Discussion of:</p> <ul style="list-style-type: none"> - Quality of the external sources (e.g. currency, authority) None Needs Improvement Satisfactory - Suitability of the external sources None Needs Improvement Satisfactory - Justification of the selection None Needs Improvement Satisfactory - Comprehensiveness of the selection None Needs Improvement Satisfactory 			Comments:		/10
Organisation of report and Quality of writing	The report is neither organised logically nor formatted as a report. The tone and accuracy of language used in the writing is not understandable at times.	The report is organised logically but not formatted as a report. The writing is understandable. The tone is not appropriate or consistent.	The report is organised logically and formatted as a report, though not specifically for its purpose. The writing is mostly articulate. The tone could be more appropriate and/or consistent.	The report is organised logically and formatted as a report, though not specifically for its purpose. The writing is mostly articulate, The tone is appropriate and mostly consistent.	The report is organised logically and formatted as a report, specifically for its purpose. The writing is articulate The tone is appropriate and consistent.	
	<p>Quality of:</p> <ul style="list-style-type: none"> ▪ Grammar and expressions Needs improvement Satisfactory 			Comments:		/10
	<ul style="list-style-type: none"> ▪ Professional tone of writing Needs improvement Satisfactory ▪ Use of paragraphs Needs improvement Satisfactory ▪ Use of section headings and sequencing None Needs improvement Satisfactory ▪ Format used None Needs improvement Satisfactory 					

Appropriate citation of sources using the APA style	The report does not include any citations and/or a reference list.	The report follows a referencing style that does not comply with the APA style, or only includes either the in-text citations or the reference list.	The report follows a referencing style that mostly complies with the APA style, though the in-text citations are not made purposefully.	The report follows a referencing style that complies with the APA style, and the in-text citations are mostly purposeful.	The report follows a referencing style that complies with the APA style, and the in-text citations are made purposefully.	
	- Citations made appropriately - Format of in-text citations - Format of the reference list	None None None	Needs improvement Needs improvement Needs improvement	Satisfactory Satisfactory Satisfactory	Comments:	
General comments:						Total:
						/60

Grade Point Average

Grade	Letter Grade	Numerical Grade	Grade Point
High Distinction	HD	80% - 100%	7
Distinction	D	70% - 79%	6
Credit	C	60% - 69%	5
Pass	P	50% - 59%	4
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Absent Fail	AF	0%	0
Supplementary Pass	SP	50%	2

Conceded Pass	CP	50%	1
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Interim Grades are given until the issuing of a final result in the following circumstances:

Interim Grader	Letter Grade	Application
Withheld Result Standard	WH	Circumstances such as extensions to submission of assessment items. Also used in cases where results are not available in time for standard release of results.
Withheld Result Extended	WHE	Exceptional circumstances leading to an extension of a WH grade. Only one extension is permitted.
Withheld Result WIL	WHW	Withheld result due to internship/placement availability
Withheld Result Conduct	WHC	Withheld due to Student Conduct investigation, including Summary Inquiries.
Supplementary or Modified Assessment Result	SX	Supplementary or modified assessment has been offered upon meeting the supplementary eligibility criteria or special consideration. Final mark to be determined post completion of supplementary assessment

Final Grades

Designated Grade	Verbal Description
High Distinction (HD)	Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise originality or creativity.
Distinction (D)	Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.
Credit (C)	Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.

Pass (P)	Work showing a satisfactory achievement of the learning outcomes of the unit.
Fail (N)	Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.
Withdrawn Fail (WF)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant.
Withdrawn Late (WL)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant without penalty.
Fail no Submission (FNS)	No assessment submitted.
Absent Fail (AF)	No attendance or submission.
Supplementary Pass (SP)	<p>Supplementary Pass Eligibility:</p> <ul style="list-style-type: none"> Failed a unit/s within a trimester, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and Having been offered the chance to complete a supplementary assessment, passes that assessment (e.g. achieve 50+%) <p>Note: Maximum Numerical Grade awardable is 50%</p>
Conceded Pass (CP)	<p>Conceded Pass Eligibility:</p> <ul style="list-style-type: none"> Be enrolled in their final teaching period of study Have failed a single unit, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and Have passed all other units undertaken in that teaching period. <p>Note: Maximum Numerical Grade awardable is 50% and CP to be discussed and ratified by the Learning and Teaching Committee and/or delegated subcommittee.</p>



Approval Authority	Academic Board
Policy Owner	Academic Dean
Approval Date	April 10, 2023
Next Review Date	April, 2027
Related documents	<i>Academic Integrity Policy</i> <i>Student Grievance and Resolution Policy</i> <i>Student Code of Conduct Policy</i> <i>Staff Code of Conduct Policy</i> <i>Moderation Policy</i> <i>Student Support Policy</i> <i>Access and Reasonable Adjustment Policy</i> <u>Disability Discrimination Act 1992*</u> <u>Disability Standards for Education 2005*</u> <i>Higher Education Standards Framework (Threshold Standards) 2021</i> <i>Tertiary Education Quality and Standards Agency Act 2015 (TEQSA Act)</i> <i>*as amended from time to time</i>

1. Purpose

This procedure sets out

- a) the principles underlying how student assessment will be conducted.
- b) Information on all types of assessment, irrespective of mode of delivery or assessment methods.
- c) AIA procedures for all student assessments.
- d) Guidance on assessment practices.

2. Scope

- a) This procedure applies to all coursework units delivered by the AIA, at the undergraduate and postgraduate level, except where an exemption is approved.
- b) Information included relates to assignments and examinations (including intra-trimester/term exams), and deferred examinations.

3. Definitions

- **Examination:** An assessment task, in a form that the authorship can be authenticated, conducted under time constraints, which is scheduled under the jurisdiction of the Learning and Teaching Committee during the official examination period. Examinations are intended to measure the attainment of candidates in meeting specified learning outcomes in a unit of study.

- **Examination timetable:** the schedule of the times unit examinations is conducted during the official examination period.
- **In-class examination:** an assessment task, in a form that the authorship can be authenticated, conducted under time constraints, which is completed by students during a scheduled timetabled class session.
- **Student:** a person officially enrolled in a unit at the AIA.
- **Supervisor:** person/s authorised to supervise a unit test/examination during the official examination period.
- **Take-Home Examination:** an assessment task, in a form that the authorship can be authenticated, u, scheduled by the Unit Convenor which is completed by students outside of timetabled class sessions but with specified guidelines and with a stipulated submission time.
- **Test:** an assessment task, in a form that the authorship can be authenticated, conducted under time constraints, which is scheduled by the Unit Convenor during the trimester the unit is offered.
- **Test or Examination Venue:** the place where an examination or test is officially conducted.

4. The Principles articulated in the Policy document applies to this Procedure.

5. Procedure

5.1 Examinations

Responsibilities of Students

- a. Students are to complete tests and examinations with academic integrity. Cheating in any form during an examination/test may result in a failing grade being recorded for the unit in question and may result in exclusion from the course of study or the institution.
- b. Students are required to be available to undertake examinations throughout the official period designated for examinations relevant to their course, as outlined in

the academic calendar and are required to be available at times specified in unit outlines for unit tests/examinations.

- c. Students are normally expected to sit their tests/examinations on the campus in which they are enrolled. Where students believe they have extenuating circumstances which should allow them to sit their end of trimester examination in a venue other than the campus in which they are enrolled, they need to submit a written request to the Registrar, with their reason for making the request. Such requests are to be submitted no later than fifteen (15) working days prior to the commencement of the relevant examination period.
- d. Students who live within 100km of the examination venue scheduled for their unit examination are expected to sit the examination at the on-campus venue. Students who live more than 100kms from the on-campus examination venue may, if they so choose, sit their examination in the on-campus venue. If they choose not to, they will need to work with the Registrar to identify a suitable person to supervise their examination in an appropriate off-campus venue.
- e. If due to extenuating circumstances, i.e. in circumstances beyond their control, students are unable to be present at the scheduled time for an examination or test, a request for special consideration is to be submitted with official documented evidence.
- f. For in-class tests, in-class examinations or examinations in the official examination period, the request must be submitted to the Registrar.
- g. Requests will be approved only in extenuating circumstances and with the endorsement of the relevant Unit Convenor. Travel or holiday commitments are not acceptable reasons for missing tests or examinations or requesting the re-schedule of an examination to an alternate time.
- h. Where illness, accident or extenuating circumstance outside of a student's control occur after all unit class/online sessions have concluded in a teaching period which prevent student sitting an examination in the official examination period at the scheduled time, an *Application for Deferred Examination* form with relevant official supporting documentation is to be submitted to the Registrar. The expectation is that this will be within 24 hours of the incident. Deferred examinations are only applicable where all other assessment items have been submitted and the student will not be considered eligible for an incomplete grade. The Registrar's Office (or delegate) will communicate in writing to the Unit Convenor and Course Convenor.
- i. Where illness, accident or extenuating circumstance outside of a student control prevent the student sitting a unit test or in-class examination at the scheduled time, a request to sit at an alternate time is to be submitted using an *Extension Request Form*. The Registrar's office will ensure the student receives communication of the outcome of the request, in writing.
- j. The student can enter an examination venue up to 30 minutes after the exam has commenced but will be denied entry after that time has elapsed. Students who arrive late will not be given additional time beyond when the examination was due to end. No candidate may leave the venue within first 30 minutes of an examination

commencing except for cases of emergency or illness or the last 15 minutes of an exam. Students are allowed temporary leave of absence from the examination room at the discretion of the Invigilator for a visit to the toilet.

- k. Students who have a disability or chronic medical condition which may impact their ability when sitting examinations or tests may apply to the Dean of Students (or delegate) for special provisions. Such applications must be made in a timely manner in line with the *Disability Policy* and must be supported by appropriate documentation from a relevant professional.
- l. Students who have an acute injury which may impact their ability when sitting examinations, need to apply to the Dean of Students (or delegate) for special provisions or consideration, in writing. The expectation is that the request will be submitted within 48 hours of the injury occurring. Students who have an acute injury which may impact their ability when sitting tests, in-class examinations, or take-home examinations and who therefore have special requirements need to apply to the Dean of Students (or delegate) for such consideration, in writing. The expectation is that the request will be submitted within 48 hours of the injury occurring.
- m. A first year student from a non-English speaking background, who has been in Australia for less than five (5) years, may be granted permission to have use of an unannotated, bilingual dictionary (non-electronic) and ten (10) minutes of additional time per hour of a test or examination. Application for this provision is to be made to the Registrar and the Unit Convenor at least three (3) weeks prior to the commencement of the relevant examination period. This consideration is available only to students in their first year of study.
- n. It is the responsibility of students to check the draft version/s of the Examination Timetable for any scheduling problems (e.g. clashes) and to bring them to the attention of the Registrar (or delegate) prior to the published deadlines and prior to the publication of the final version.
- o. Students must take their AIA Student ID card to their examination venue, whether on-campus or off-campus, and place it on the desk in front of them during the examination. Other forms of identification, including a driver's license, are not acceptable.
- p. Students must take into the examination/test venue their own writing instruments in a clear container (e.g. clear pencil case or plastic bag) if required, and only additional prescribed material (e.g. calculator) if specified by the Unit Convenor on the examination cover page. Any material that is allowed into an examination must be published in the Unit Outline.
- q. Mobile phones, smart watches and other unauthorised electronic devices are not allowed in the examination/test venue. Where such items are brought to the venue students have a responsibility to ensure they are switched off and left in the place designated by the supervisor. In these circumstances students are responsible for the security and collection of their item/s.
- r. When in an examination/test venue, students are required to follow all directions provided by the supervisors and/or other persons in authority, and to refrain from communicating with other persons in the venue other than the examiner or supervisor/s.

- s. Students must write their AIA Student ID number clearly on all pages of the examination/test paper and/or examination booklet/s.
- t. Students are to request permission from a supervisor before leaving their seats during an examination or test and remain in their seats until all their examination/test papers have been collected when they have completed the examination/test.

Responsibilities of Unit Convenors

- a. Unit Convenors are required to submit their Unit Outline proposals in Canvas by published deadlines, including details of examinations in the units for which they are responsible in order to ensure that the information is configured correctly in the Learning Management System.
- b. Responsibility for the conduct of tests/examinations held outside of the official examination period and the officially scheduled deferred examination sessions rests with the Unit Convenor. This includes the arrangements of supervisors where required. Unit Convenors must ensure that the rules for in-class tests/examinations are transparent and published in the unit outlines. It is the responsibility of the Unit Convenor to ensure that in class tests/exams are conducted with vigilance and due process is applied so that all students are ensured equivalency of treatment and access to the test schedule and directives. Any cases of breaches of test rules or cases of cheating in tests must be reported to the Registrar.
- c. Unit Convenor are to set examinations/tests that reflect the content covered in the unit and which allow students to demonstrate their learning in relation to the stated learning outcomes as indicated on the unit outline.
- d. Unit Convenor are to provide examination scripts and marking rubrics by the advised deadline to the Course Convenor.
- e. The College will retain copies of the students' tests and examination scripts for a period of at least one year in case any appeals are submitted.

Responsibilities of the Dean of Students (or delegate)

The Dean of Students (or delegate) will advise students in writing of any special provisions that have been granted because of disability, chronic medical conditions or injury which may impact their ability when:

- sitting tests,
- sitting examinations outside the official examination periods, and
- sitting officially scheduled deferred examination sessions.

Responsibilities of the Registrar (or delegate)

- a. The Registrar (or delegate) has the responsibility for the organisation of examinations scheduled during the official examination period, and the officially scheduled deferred examination sessions, including any required timetabling, venues, supervision and provision of authorised special requirements, with authority to delegate tasks to staff on campus.
- b. The Registrar (or delegate) takes measures to ensure examinations/tests are conducted with integrity and cheating is discouraged.
- c. Any suspected instances of cheating in examinations/tests will be reported by the Registrar to the Academic Dean.
- d. The Registrar (or delegate) is responsible for the recruitment, training, rostering, and supervision of examination supervisors rostered to supervise examinations held during the official examination period, and the officially scheduled deferred examination sessions.
- e. The Registrar (or delegate) communicates with academic staff in relation to the deadlines for the preparation of examinations and the format in which they must be submitted to the Registrar's Office.

Responsibilities of Supervisors

- a. Unit Convenor appointed to supervise tests or examinations, whether on-campus or online students, are in control of the examination venue, but are required to observe the directions given to them by the Registrar (or delegate).
- b. A supervisor has the authority to prevent a student from entering an examination venue after 30 minutes of examination time has elapsed, or if a candidate leaves the examination venue without permission. Supervisors are required to report any situations which are considered irregular or suspicious to the person responsible for the test or examination (usually the Unit Convenor).
- c. Supervisors of examinations held during the official examination period will check that each student's signature on the attendance slip matches the signature on the student's Analytics Institute of Australia ID card and the picture on the ID card matches the face of the candidate. Any apparent problems will be reported to the Registrar (or delegate). Attendances and absences will be noted on the official examination attendance lists provided.
- d. Supervisors will ensure that students who have officially been granted special provisions are provided those arrangements during their examination. No variation to the specified conditions is permitted and no special provisions are to be provided where they are not granted.
- e. Supervisors will allow the Unit Convenor to collect their examinations from the venue at the conclusion of the examination, for marking.
- f. Supervisors of examinations conducted in the official examination period will ensure all uncollected completed examination papers and booklets, and any spare examination materials, are returned to the Registrar's Office (or delegate).

Examination Timetable

- a. The timetabling of examinations conducted in the official examination period is the responsibility of the

Registrar (or delegate).

- b. The first draft of the Examination Timetable is published on the AIA Learning Management System in the third to fourth week of the trimester.
- c. Staff are given opportunity to advise the Registrar's Office (or delegate) of any concerns they have with the timetable prior to the publication of the final version.
- d. The final version of the Examination Timetable is published on the AIA Learning Management System in the week following the relevant trimester census date.
- e. Where adjustments are required to the examination timetable after the final version has been published, the Registrar's Office (or delegate) will communicate the changes to the Unit Convenor's of the affected unit/s who in turn will communicate the adjustment to the affected students.

i) Examinations Guidelines

- a) Final examinations should be a maximum of three hours in duration, in multiples of half an hour, and should be restricted to one written examination per unit.
- b) Where a pass in the final examination is required for a student to pass a unit, this must be stated in the unit outline.
- c) Students must contact the Dean of Students (or delegate) if they require the adjustment of the conditions of their exams because of a disability or ongoing health condition. Dean of Students will work with students to determine reasonable adjustments where appropriate.
- d) Unit Convenors or their nominees are required to attend the examination room ten minutes prior to an exam, must remain for the first fifteen minutes of the exam and be easily contactable during the examination.
- e) Examination invigilators will scrutinise permitted materials at their discretion and will take appropriate action concerning items that do not match the permitted materials stated for each examination.
- f) Students require a current signed Student ID card to obtain admission to the examination room.

ii) Examination Papers

- a) In disciplines where the language of exam questions is unavoidably complex, Unit Convenors are encouraged to include in their learning tools, guidance on reading and answering such questions. However, exam papers should be written in clear English and avoid the use of overly complex language.
- b) The time allowed for an exam should incorporate time for reading the exam paper.
- c) Unit convenors must ensure examination papers are delivered to Registrar's Office (or delegate) for printing by the close of business on the first working day of week 10 in each trimester. If extenuating circumstances prevents Unit Convenors from delivering their examination papers within this timeframe, the Unit Convenor must supply sufficient copies (including spares) of printed examination papers, which must be delivered no less than five working days before the commencement of the examination period to ensure the papers are received, checked and delivered to the correct venues.

Examination paper authorisation

- AIA Student Administration will provide each Unit Convenor with an Examination Paper Authorisation Form to assist with the quality assurance process.
- The Course Convenor must certify on the Form that the exam paper has been checked for errors and is in accordance with AIA requirements.
- Registrar's Office (or delegate) must retain the Form for six weeks after the official results release date.

Release of examination papers

- Exam question papers are collected from students at the end of the exam and held by the Registrar's Office (or delegate) for collection by the relevant lecturer, along with the students' script books, computer sheets, and A4 notes.
- The Unit Convenor who requested the exam will be deemed to be the relevant examiner prior to the collection of examination material. The examiner must show their AIA ID card or other signed photographic ID and will need to sign the original request form to acknowledge that they have collected the materials. All exam materials including notes and script books must be collected.

Notification of permitted materials

- The Unit Convenor will notify AIA's Student Administration of permitted materials for exams when requesting examination scheduling. Permitted materials will be specified in the unit outline, on the examination timetable, and on the cover of the exam paper.
- Examination invigilators will scrutinise permitted materials at their discretion. If materials allowed in an exam are specified as 'any permitted materials', these include items normally used for study such as textbooks and lecture notes.

Submission of results

The deadline for the electronic submission of results will be notified to the Unit Convenors and lecturers to ensure the appropriate sub-committee has adequate time to meet and review results and moderation reports prior to results publication.

Misconduct in the examination room

- Any alleged breach of conduct during the examination will initially be reported to the Dean of Students (or delegate). The student will be notified during the examination of any misconduct and will be issued with a *BREACH OF CONDUCT CARD*. The student will be informed at the conclusion of the exam of the procedures surrounding alleged breaches by the Dean of Students or their representative.
- A report on an alleged breach will be sent to the Academic Dean, who will determine whether to conduct a Summary Inquiry or if no further action should be taken.
- Should there be a breach of Academic Integrity, the guidelines and process outlined by the *Academic Integrity Policy and Protocols* will be followed.
- The Unit Convenor of the unit in which the alleged breach took place will be provided with a copy of the report.

Use of materials

- It is a student's responsibility to ensure they are aware of the materials permitted for each of their examinations.
- Within the parameters of this procedure, staff are encouraged to schedule ample time for examinations and, where appropriate, to allow access to non-electronic English/foreign language dictionaries. This will help to ensure that assessment is fair to all students, including those students for whom English is a second language.
- The wearing of headwear is not allowed during exams except for cultural, religious, or medical reasons, or unless permitted by the Registrar or appropriate delegate. Where a student is wearing such headwear, they may be asked to remove the headwear, prior to the examination if it prevents proper identification of the student, in a manner that respects the student's beliefs.

Special consideration during the examination period

Students who are unwell or disadvantaged by other unavoidable and compelling circumstances at the scheduled time of an exam are advised not to take the exam. Students should seek appropriate medical or other documentation outlining their circumstances if they wish to apply for a deferred examination. If a student becomes unwell during an examination, they must inform an invigilator.

Exam answer sheets

Students are entitled to supervised access to their own completed exam answer sheets within 12 months of the release of results.

Approval and release of results

Results will be released following approval by the Registrar (or delegate) within 15 working days or less- post competition of moderation and review of results by the approved sub-committee; however, individual student results for units may be released sooner.

Scheduling of final examinations

- Preliminary timetable

Information on the preliminary timetable is for Unit Convenor checking only and must not be released to students.

- Draft examination timetable should be published, to enable students to make arrangements.
- Examination requirements

For each trimester the Unit Convenors will supply the Registrar's Office (or delegate) with details on exam requirements by the Friday of week three in each trimester.

Intra-trimester and intra-term examinations

Unit Convenors managing intra-trimester exams are responsible for exam printing, security and delivery of exam papers as well as providing instructions to examination invigilators.

Online examinations

If online examinations are conducted in a unit, the Unit Convenor will liaise with IT support to address issues of security, verification of student identity and provision of technical support for students.

6. Assessment tasks

- a) Assessment tasks should be designed in a way to allow students to demonstrate their knowledge of the subject and meet the learning outcomes of the units.
- b) Assessment tasks should have a dedicated space in the Learning Management System (LMS-Canvas).
- c) It is at the discretion of the academic to give feedback on draft submissions prior to the final deadline for assignment tasks.
- d) In instances when multiple uploads of assessments are received, only the last submission prior to the due date will be considered as the final submitted assessment, and the one which will be marked.
- e) Only one late submission (an assignment submitted after the due date) is permitted. If more than one late submission is uploaded, the first one that was uploaded will be the one which is marked. Late submissions may be subject to penalties, as detailed in the unit outline. When academics create assignments in the Learning Management System, they must enable the text matching software for each text-based student assessment item.
- f) When generative artificial intelligence is used by students as part of assessment:
 - it is expected to be used with honesty and in a manner that is responsible and ethical.
 - If students use generative artificial intelligence to create work submitted for assessment, it must always be acknowledged.
 - Where use of generative artificial intelligence tools is not allowed in an assessment task, the chief examiner will specify the types of generative artificial intelligence tools (e.g. text-generating, image-generating, translators) that cannot be used.
 - Such restrictions are recorded in the assessment documentation, in unit guides or in examination instructions.
 - AIA will provide staff and students with resources to guide their understanding and use of generative artificial intelligence tools.

iii) **Social Media in Teaching and Assessment Activities**

- a) Social media for the purposes of this document relates to websites and applications that allow students and staff to create and share material, or interactive social networking activities. This can take many forms including text, images, audio, video, gestures (such as 'liking', 'favoriting', 'following') and other multi-media communications.
- b) Personal use of social media, that in no way relates to teaching or assessment activities, is not within the

scope of these procedures.

- c) This information is applicable for all learning and assessment activities involving social media regardless of where and how they are hosted.

- d) AIA acknowledges that social media creates an environment for limitless communication, collaboration, dialogue, and information exchange and encourages staff to use social media systems for teaching purposes.
- e) Staff must be aware of the network effects of social media platforms and similar services, such as the 'amplificatory' effect of popular content, which can portray both positive and negative outputs.
- f) Staff must ensure that students are briefed on the use of social media and any implications related to their personal privacy and the ownership of content that they post or share during their learning activities.
- g) The unit outline for a unit that uses social media for teaching purposes should address the following:
- Details of learning activities or assessment tasks within units using social media that place any obligations on students to be a member of, or join, a social media platform.
 - In instances where membership of a social media system carries a cost, students will be informed and will not be obliged to join the platform.
 - A disclaimer to note that social media is not at the control of AIA and, therefore, changes may be made to learning or assessment materials at late notice as a consequence of changes to content or access to the social media platform.
 - Information on the differential uses of social media for personal and professional use.
 - Detail any use of social media within the unit and how student's privacy will be protected within the bounds of the assessment or learning task.
 - Warnings of possible disturbing content that can be viewed by students when using social media, that is outside the control of AIA.
 - Students who are concerned with the use of social media for privacy or other issues are advised to speak with their Unit Convenor as soon as possible.
- h) Students and staff must not post or share any material (including comments) on social media that:
- Could be construed as representing AIA without express permission
 - Breaches the *IT Acceptable Usage Policy*
 - Breaches the student code of conduct (*Student Code of Conduct Policy*)
 - Breaches expected staff code of conduct (*Staff Code of Conduct Policy*)
 - Does not comply with all applicable laws, including copyright, privacy, defamation, contempt of court, discrimination, and harassment laws.
- i) Staff and students should apply the same standards of conduct online as they are expected to apply offline.
- j) Staff should make themselves aware of privacy settings of social media platforms and ensure that they are appropriate for the intended audience and learning objectives for their use.
- k) The use of social media in teaching or assessment activities must not be for the purpose of profit-making or commercial activity, without prior express written permission from the Academic Dean, or appropriate delegate.

- l) Where material is owned wholly by the provider, Unit Convenors must ensure that this does not stop them from undertaking the learning or assessment activity before using said provider.
- m) Where possible, material created using social media tools for assessment tasks should be retained according to other assessment retention schedules and methods.

iv) Supplementary Assessment

- a) According to the Unit Convenors where it is impractical or professionally inappropriate to offer supplementary assessment tasks (such as teaching practicums and internships), can apply to the Academic Dean for an exemption from the requirement to offer supplementary assessment.
- b) Any unit granted an exemption from offering supplementary assessment must include an explanatory statement to that effect in the unit outline.
- c) Students who successfully complete supplementary assessment (including a supplementary examination) and become eligible for conferral may not be able to attend a conferring ceremony until after the end of the following teaching period. However, students may be conferred 'in absentia' at an appropriate ceremony.
- d) A student, who achieves a pass mark in a supplementary assessment, shall receive the minimum required mark required to receive a pass grade in that unit (e.g. 50/100).

Supplementary assessment other than supplementary examinations

- a) The supplementary assessment task must be significantly different from the original task but comparable in terms of the learning outcomes being assessed.
- b) Where judged academically appropriate, a supplementary examination could be offered as a form of supplementary assessment in units which did not include a final examination. In such cases, the Unit Convenor, in consultation with the Course Convenor, will establish that an examination appropriately assesses the learning outcomes of the unit and its provision does not disadvantage other students enrolled in the unit.
- c) To be eligible for supplementary assessment, a student must:
 - have failed a unit, with a final mark within 5% of the minimum pass mark (e.g. 45- 49%) in the unit; and
 - Having been offered the chance to complete a supplementary assessment, passes that assessment (e.g. achieve 50+%)
- d) Supplementary assessment is not permitted in a unit where there was a proven case of academic misconduct against the student which resulted in a lower mark for the unit.
- e) Supplementary assessment tasks will be subject to the same academic oversight as standard assessment tasks. Supplementary assessment is not to be of a lesser quality.
- f) If a supplementary examination is not an appropriate form of supplementary assessment, then an alternative piece of supplementary assessment will need to be developed. This could take the form, for

example, of an oral examination, a 'take-home' examination, an additional written essay, a test, a seminar presentation, or a laboratory report.

Deferring a supplementary examination

- a) In exceptional, unavoidable, and verifiable circumstances a student can apply to defer the supplementary examination, subject to the approval of the Office of Registrar in consultation with Academic Dean.
- b) The criteria for considering applications to defer a supplementary examination will be the same as the criteria for considering applications to defer a final examination.
- c) The student and the Unit Convenor will still be subject to AIA timeframes for finalizing any outstanding results, such as withheld results.

Special consideration and appeals

- a) If a student is not satisfied with the Registrar's (or delegates) decision (to approve or not approve the application for a deferred supplementary examination) they may, in the first instance, seek a review of the decision made by Registrar (who may consult with the Unit Convenor, Course Convenor or other appropriate staff).
- b) Students who undertake supplementary assessment are subject to the same consideration under AIA regulations and policy about special consideration, misconduct in examinations, and appeal processes as they are for regular assessment tasks.
- c) All decisions and subsequent actions related to supplementary assessment are subject to the oversight of Academic Board. Decisions and actions will be documented as required by this or other AIA policies in cases of appeals or reviews.
- d) A student may seek a review of any final result for a unit. (see the *Student Grievance and Resolution Policy and Procedures*). A student also may seek feedback on any final result.
- e) All decisions and subsequent actions related to supplementary assessment are subject to the oversight of Course Convenor.

Student identification

- a) Generic information regarding the criteria for eligibility to undertake supplementary assessment will be included in advice sent to students regarding supplementary assessments scheduling.

- b) AIA Student Administration will update the student management system to amend the student's fail grade to the interim grade SX (supplementary assessment result).

7. Extenuating Circumstances (Deferred examinations and extensions)

- a) A student seeking a deferred examination or an extension to assessment must apply to AIA in writing, setting out the reasons for the application and the form of the extenuating circumstance involved, as well as relevant evidence.
- b) A student may appeal against the AIA decision not to grant extensions to their assessment tasks or an additional deferred exam following an application, through the *Student Grievance and Resolution Policy and Procedures* or via the AIA Student Administration as detailed below.

i. Extenuating Circumstances

- a) All cases specified are unanticipated, extenuating and exceptional circumstances. When a student is unable to submit or undertake assessment (including an examination) or other course requirements due to extenuating circumstances, the student must notify the Unit Convenor as soon as possible after the event or before the event where circumstances allow.
- b) Students with ongoing, documented health problems that arise after the census date may wish to consider applying to AIA Student Administration for a late withdrawal from the unit (Enrolment Amendment process).
- c) Applications for extenuating circumstances should detail which subsection they are applying under and provide accompanying evidence as detailed in each category.
- d) Where an original certificate or other documentary evidence is not available, a statutory declaration can be submitted.

ii. Extenuating Circumstances (prior arrangements)

- a) The following set of circumstances relate to anticipated events or circumstances and those which have a defined time-period. Students should apply for extensions detailing the category of extenuating circumstance and include evidence as detailed in each category. Students must submit the request for extenuating circumstances to the Unit Convenor at the earliest possible opportunity, no later than 5 working days before the scheduled due date of the assessment.
- b) At the discretion of the Unit Convenor, a request for extenuating circumstances may be accepted in circumstances where a student cannot notify the Unit Convenor at least five working days before the scheduled due date of the assessment due to the nature of the prior arrangement.
- c) In these instances, an application must be submitted as soon as possible after notification of the event that will affect a student's studies.
- Sporting Commitments at the State or National level

- Voluntary military or emergency service commitments
- Representing Analytics Institute of Australia in national/international events
- Jury duty/ service
- Birth or adoption of child
- Court mandated appearances
- Cultural or religious reasons
- Reasonable Adjustments

iii. **Documentary Evidence**

- a) Students should follow the required documentary guidelines specified in each category.
- b) In all cases, some form of original documentary evidence (a scanned copy or photocopy will also be considered) is required to support an application for a deferred examination or assessment extension. It should be noted that such documentation will be considered but will not guarantee that the application will be successful.
- c) Evidentiary documentation submitted should be original or a certified copy.
- d) Original medical certificates are to be provided and must be signed by a registered medical, dental or health practitioner. It is not necessary for medical and counselling certificates to specify the nature of the medical condition, but such certification should contain the following:
 - the registered provider number;
 - the date on which the student was to sit the examination or submit the assessment; and
 - advice regarding the severity and duration of the complaint and that the circumstances would affect the student's performance.
- e) If AIA Student Administration, the Unit Convenor or other relevant authority, is not satisfied with the authenticity of the documentation provided, they have the authority to verify the authenticity of the document. This may include liaising with the student to provide more information or consulting the source of the documentation.
- f) The following are generally considered unacceptable grounds and reasons for nonacceptance of applications:
 - less than four consecutive examinations (for example, two on one day, and one the following morning);
 - sitting the examination when the student is unwell;
 - misreading the Examination Timetable (including arriving more than 30 minutes after the commencement of the examination);
 - travel arrangements (including holidays) in Australia or overseas for purposes unrelated to study;
 - social and leisure events, including sporting (and sports training) other than at state, national or international representative level;

- the application is being submitted at such a time that all other students in that unit have already received feedback for that particular assessment item(s);
- acceptable timeframes for application for extension have not been followed;
- the student is unable to provide evidence supporting their claim of extenuating circumstances.
- personal network/computer/technical problems.

iv. **Support Services**

Students with a short- or long-term disability and/or health condition that is likely to affect their studies refer to *Disability Policy* and refer to *Access and Reasonable Adjustment Policy and Procedures*.

v. **Deferred Exams**

- Students who successfully complete a deferred examination and subsequently become eligible for graduation will have their conferral delayed.
- Deferred Examination Application Form* (together with any supporting evidence and a declaration by the student affirming that they have no knowledge of the content of the initial examination) must be lodged within three days of the scheduled examination with AIA Student Administration.
- Students submitting a *Deferred Examination Application Form* must agree to the terms stated within this document.
- Deferred Examination Applications lodged after the due submission date may be considered only if circumstances made it impossible for the application to be lodged before, or immediately after, the original examination (for example, where an ongoing serious illness exists).
- Students are not usually permitted to defer a deferred final exam. Any student who does not undertake their deferred exam will receive a mark of zero for the exam.
- Where students can provide evidence of exceptional circumstances that led to them being unable to sit their deferred final exam, they may apply for a late withdrawal from the unit using the *Enrolment Amendment Form*. This application will be considered on its merits.
- If a student seeks to appeal the decision not to grant a deferral of the deferred exam, the appeal must be directed to the Registrar (or delegate).
- If the Registrar (or delegate) finds that the student experienced exceptional circumstances that warrant the granting of a final opportunity to sit the examination, the Registrar (or delegate) may grant such an opportunity to the student.
- Students may appeal the decision of the Registrar (or delegate) through the processes outlined in the *Student Grievance and Resolution Policy and Procedures*.
- Intra-trimester examination deferrals are to be managed by the Course Convenor. Where a deferral is set, the date of the subsequent examination should be within a reasonable time.
- Students must request approval from the Unit Convenor to grant a deferred intra-trimester examination. Grounds for acceptance should follow those detailed above.

- l) Students are not permitted to defer a deferred intra-trimester exam. Any student unable to undertake the deferred intra-trimester exam will be failed for the assessment task.
- m) Where a student provides evidence of extenuating circumstances which prevented them from undertaking a deferred intra-trimester examination, the Academic Dean may grant the student a further deferral.
- n) If a student seeks to appeal the decision of the Academic Dean or appropriate nominee, they should follow the *Student Grievance and Resolution Policy and Procedures*.

Process and responsibilities

- a) If a student is not able to attend their scheduled examination and the reason meets the criteria for acceptable grounds for extenuating circumstances the student should submit a *Deferred Examination Application* form to AIA Student Administration.
- b) AIA Student Administration will assess the Deferred Examination Application form and original documentary evidence, to determine if the student is eligible for a deferred examination.
- c) AIA Student Administration will maintain a register of deferred examination applications to monitor the frequency and number of applications students submit and will notify the relevant Unit Convenor or Course Convenor as appropriate.
- d) Final deferred examinations will only be scheduled and managed by AIA Student Administration and must not be conducted without the approval of the Academic Dean and Registrar. Intra-trimester examinations are managed and approved by Course Convenor in consultation with Academic Dean.
- e) A student will be given a fail grade (N) for the examination if they fail to provide evidence of acceptable extenuating circumstances for not attending a requested deferred examination.

Approval process

When AIA Student Administration, has assessed that the student has met the acceptable grounds for approval, AIA Student Administration will:

- o request that result be entered into the Student Management System; and
- o notifies the student and Unit Convenor via email, or other appropriate means, of the application outcome.

Deferred examination paper

The Unit Convenor is required to submit a deferred examination that differs significantly from the original exam paper, to AIA Student Administration with the end of trimester examination paper.

Deferred examination period

- a) The deferred examination will be scheduled in the next deferred examination period for formal examinations. Intra-trimester exams will be held within a reasonable timeframe of the original exam.
- b) The student will need to make themselves available to sit the scheduled deferred examination.
- c) AIA Student Administration will schedule and manage the deferred examination period and advise the student and staff accordingly.

- d) A deferred examination will be held under the same conditions as those required in a standard end of trimester examination, as outlined in paragraphs above.

Results

The Unit Convenor should submit a result for the deferred examination using the same procedures as other examination periods. The results will be released five working days after the finish of an examination period.

Extensions and late submissions

- a) Unit convenors may alter and inform students of an assessment task deadline change due to unexpected exceptional circumstances outside of their control. This includes extensions being permitted where there has been a system failure to an online platform which means that the student is unable to submit an assessment item(s) by the due date.
- b) When a student does not submit an assessment task on or before the due date and time, the student will incur penalty unless there are approved extenuating circumstances. The minimum mark an assignment can be awarded is zero.
- c) Where there is variation to this and no late submissions are acceptable, it must be clearly stated in the Unit Outline. Exceptions to the rule must only be permitted where it is pedagogically defensible and relevant to the learning outcomes of the assessment/unit.
- d) Variations may be required for assessment methods, for example required attendance for a presentation, or in-class assessments.
- e) Exceptions will be approved through the usual unit outline approval processes.
- f) Late submissions may result in reduced feedback being provided to students.

Extension Application Process and Responsibilities

- a) A student who has extenuating circumstances and is unable to meet the assessment deadline can apply for an extension to the deadline to the relevant Unit Convenor.
- b) Students must apply for an extension within a reasonable time frame of the deadline and must include the relevant documentary evidence according to the category of extenuating circumstance under which they are applying.
- c) Notification must be within a reasonable time and may be rejected if in the Unit Convenor's judgement, an unreasonable amount of time has passed.
- d) The Unit Convenor for the relevant unit will consider the application and advise the student within seven days whether an extension has been granted.
- e) In the consideration of an extension, Unit Convenors must consider the extent of the extenuating circumstance, timescale of impact and proximity to the assessment deadline.
- f) Where an acceptable application is submitted, the Unit Convenor will inform the student what the new deadline is and whether there is to be an alternate assessment.

Outcomes

There may be different outcomes offered/available to the student which could also alter according to both the timescales of the assessment deadline within the teaching period, and the extent of time to which they will be unable to undertake assessment.

a. Extensions

- Extensions granted for short-term extenuating circumstances must not be beyond the teaching period in which the student is undertaking the unit to avoid delaying student progress.
- Extensions should be granted to a timescale that is commensurate with the extenuating circumstance.
- In instances where the extension deadline is within the same teaching period, grades must be entered within the same period to not disadvantage the student's academic progress.
- When the extension deadline for the assessment falls in another teaching period, students will be given an interim withheld grade until the final grade has been resolved.

b. Late Withdrawal

If a student is unable to submit/undertake an assessment as required due to exceptional circumstances that occurred after the census date, the student may apply for a late withdrawal from the unit, using the *Intermission/Withdrawal Form*, which will be granted at the discretion of AIA Student Administration.

c. Alternate Assessment

- If extenuating circumstances are accepted for an extension the Unit Convenor may also offer an alternate assessment such as an assignment, take-home examination, or oral presentation as appropriate.
- The alternate assessment task must cover the same learning outcomes as the original piece and can be of the same format but to a different brief.
- There is no requirement that the Unit Convenor will offer an alternate assessment and it is typically not offered for examinations or oral presentations.

vi. Withheld results

The withheld result is an interim result intended to cover the delay in awarding a final result for a coursework unit. WH grades are given, for example: when a student has been given an extension for submitting an assignment as the result of extenuating circumstances

- pending a student conduct investigation
- pending mastery assessment
- the student is on exchange or professional practice placement

The following types of withheld grades are available for use in given circumstances:

Interim Grade	Letter Grade	Application
Withheld Result Standard	WH	Circumstances such as extensions to submission of assessment items. Also used in cases where results are not available in time for standard release of results.
Withheld Result Extended	WHE	Exceptional circumstances leading to an extension of a WH grade. Only one extension is permitted.
Withheld Result WIL	WHW	Withheld result due to internship/placement availability.
Withheld Result Conduct	WHC	Withheld due to Student Conduct investigation, including Summary Inquiries.
Supplementary or Modified Assessment	SX	Supplementary or modified assessment has been offered upon meeting the supplementary eligibility criteria or special consideration. Final mark to be determined post completion of supplementary assessment.

Resolution of withheld results

- a) A student can apply for an extension for submitting an assignment according to the process set out in **Extenuating Circumstances (Deferred examinations and extensions)** within this document.
- b) Unit convenors are responsible for the timely resolution of withheld grades.
- c) AIA Student Administration will send reminders to Unit Convenors to resolve withheld grades before the resolution deadline.
- d) AIA Student Administration will also send reminders to students for WH, WHE and WHW grades to advise them if a withheld grade is due to expire.
- e) Unit convenors will resolve any withheld grades by submitting an *Amendment to Unit Results* form to the Academic Dean.
- f) Standard Withheld (WH) grades can be given a single extension using the WHE grade.
- g) Extensions to other withheld grades, including extending a WHE, are not available.
- h) Students will apply in writing to the Unit Convenor for an extension to a WH result, for signed approval by the Academic Dean or delegated authority and notification to AIA Student Administration using the Amendment to Unit Results process.
- i) Original documentary evidence must be provided to support an application for an extension to a withheld result such as a statutory declaration, or a medical or counselling certificate.
- j) Extensions to withheld results are typically only approved to accommodate exceptional and verifiable circumstances and where a unit is offered once a year. Examples of exceptional circumstances include:
 - serious medical problems, accidents, or other extenuating circumstances outside of the student's control
 - the scheduling of professional placements or of international sporting commitments, where a more

suitable time is not available.

- k) In all other cases, staff will advise students requesting extensions to withheld results to apply to AIA Student Administration for withdrawal without penalty and remission of fees.

- l) Departments will resolve withheld results by the following deadlines:

Withheld Type	Withheld result resolution deadline
Standard Withheld (WH)	3 Months from End of Teaching Period
Extended Withheld (WHE)	9 Months from end of Teaching Period
WIL Withheld (WHW)	24 Months from End of Teaching Period
Conduct Withheld (WHC)	No expiry date set
Supplementary or Modified Assessment (SX)	3 months from End of Teaching Period

Unresolved WH results

Withheld results and extensions to withheld results not resolved by the due date are automatically converted to fail grades by AIA Student Administration. If no grade at all is given by the due date, the final result will also be a fail grade.

8. Marking/Grading

- a) Students will be awarded a mark for each assessment item unless the item or unit is assessed on a pass/fail basis only or the assessment is formative and does not contribute to the final grade.
- b) Pass/fail grades may only apply to units or unit components where professional standards call for assessment without marks.
- c) Students who undertake supplementary assessment will only be assessed on a pass/fail basis in the supplementary assessment task and in the unit.
- d) All interim grades must be finalized within the timeframe for the management of such results.
- e) Marks will not be awarded for participation unless there is a specific assessment task or demonstration of a competency included in the session in which students are participating.
- f) In instances where participation leads to an assessable task, students will be informed beforehand and given information on the criteria for marking and grading in the session.
- g) Marking guides (defined in this document) must be available for each unit or assessment task to moderators as well as examiners, by Course Convenors (combined unit guides must only be completed if all assessment in the unit are of the same type).
- h) Marking guides must be made available to students on the unit Learning Management System site.
- i) Marking guides should inform students how and where they can accrue marks for their assessment task and what standards are expected for marks to be awarded.
- j) As part of the moderation of a unit, or through the approval of the Unit Outline, marking guides must be peer-reviewed or approved by Learning and Teaching Committee (as determined in the Unit Outline Procedures).
- k) Staff are required to use Marking rubrics, which should be available in the Learning Management System unit site. This gives students a more specific set of guidelines in relation to how their work will be evaluated and marked.
- l) Penalties:
 - Where a student exceeds assessment word limits by greater than 10% the penalty rate will be 1% of the total available marks per 5% over the threshold. For example:

- Assessment Word Limit: 2000 words
- Penalty Threshold: 10% (200 words)
- Penalty rate: 1% of total available marks per 5% over the threshold (100 words)
 - An assessment submission of 2400 words exceeds threshold by 200 words (2400-2200), therefore 1% penalty applied for each 100 words over threshold. Total penalty 200 words/100 words * 1% = 2% deduction from the total available marks.
- When a student does not submit an assessment task on or before the due date and time, the student will incur a penalty of five percentage (5%) points per day from the total mark available, up to a maximum of seven days at which time the submitted assignment will receive a mark of zero, unless there are approved extenuating circumstances. The minimum mark an assignment can be awarded is zero.

i. Criteria for Awarding Grade

- The series of assessments in a unit leading to the final grade assess the students' developing understanding and skills. The unit outline sets out the weighting of prior assessments towards the final grade.
- Criteria to achieve a pass in a unit are set out in the section on assessment in the unit outline. Students should generally be able to anticipate their final grade. However, examples of occasions where final grades may not meet the expectations of students include:
 - the final examination comprises a large proportion of the assessment for a unit;
 - a pass in the final examination is required for a student to pass the unit; or
 - the weighting of assessment items over the teaching period results in the final grade not reflecting the grade given to individual assessment items.
- The unit outline must clearly indicate if a fail grade may be awarded despite an aggregate result from individual assessment items indicating a pass. This may be appropriate where professional competence or accreditation is required.

ii. Grade Descriptors

Grades are described in terms of letters (e.g. P, D) or numerically (e.g. 54%, 77%).

Numerical grades are used:

- to provide greater differentiation of student performance than that possible using letter grades, for example, to distinguish between a low and high pass; and/or
- to provide a means of aggregating grades awarded to different assessment items; and/or
- to provide more detailed information on student performance where required for external institutions (for example, for admission to universities in other countries).

Designated Grade	Verbal Description
High Distinction (HD)	Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise originality or creativity.
Distinction (D)	Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.

Credit (C)	Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.
Pass (P)	Work showing a satisfactory achievement of the learning outcomes of the unit.
Fail (N)	Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.
Withdrawn Fail (WF)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant.
Withdrawn Late (WL)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant without penalty.
Fail no Submission (FNS)	No assessment submitted.
Absent Fail (AF)	No attendance or submission.
Supplementary Pass (SP)	<p>Supplementary Pass Eligibility:</p> <ul style="list-style-type: none"> Failed a unit/s within a trimester, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and Having been offered the chance to complete a supplementary assessment, passes that assessment (e.g. achieve 50+%) <p>Note: Maximum Numerical Grade awardable is 50%</p>
Conceded Pass (CP)	<p>Conceded Pass Eligibility:</p> <ul style="list-style-type: none"> Be enrolled in their final teaching period of study Have failed a single unit, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and Have passed all other units undertaken in that teaching period. <p>Note: Maximum Numerical Grade awardable is 50% and CP to be discussed and ratified by the Learning and Teaching Committee and/or delegated subcommittee.</p>

The generalized grade related descriptors above apply across all units. At the same time, the descriptors need to be interpreted in the context of specific disciplines or professional fields. These judgments reflect a wide range of factors including:

- the level of the unit (such as 1st year or 2nd year)
- the nature of the unit (core or elective)
- the performance standards of the secondary education sector
- the standards established by professional associations
- accepted national and international standards
- the expectations of employers.

iii. Relationship between letter grades and numerical grades

a) The following table represents the relationship between letter and numerical grades at the AIA for both individual assessment items and the final result for the unit;*

Grade	Letter Grade	Numerical Grade	Grade Point*
High Distinction	HD	80% – 100%	7
Distinction	D	70% - 79%	6
Credit	C	60% - 69%	5
Pass	P	50% - 59%	4
Fail	N	0% - 49%	0
Withdrawn Fail (withdrawn after census)	WF	0%	0
Withdrawn Late	WL	0%	0
Fail no submission	FNS	0%	0
Absent Fail	AF	0%	0
Supplementary Pass	SP	50%	2
Conceded Pass	CP	50%	1

*Note: The translation of grades for the series of individual assessment items into the final grade for the unit is defined by the conditions specified in the unit outline.

AIA uses GPA 0 to 7 of which 7 being the highest GPA a student can attend.

The GPA is calculated by multiplying the credit points for the unit studied by the scale value of the grade received for the unit. Then the sum of all these values is divided by the sum of credit points of the units studied.

The formula is:

$$\text{GPA} = \frac{\Sigma (\text{grade value} \times \text{unit credit points})}{\Sigma \text{unit credit points}}$$

$$\Sigma \text{unit credit points}$$

- b) Competency-based assessment
- Criteria for assessment of competence, and the relative weighting of each criterion, must be clearly described in the unit outline.
 - The percentage of the final grade allocated to competency-based assessment should be limited to 25% or less in a graded unit.
 - For courses with graduate outcomes dependent upon competency-based assessment, the requirement to pass this assessment at a minimally prescribed level in order to pass the unit should be clearly stated in the unit outline.
 - The awarding of pass/fail grades applies to competency-based assessment based on, for example:
 - a group activity where the contribution of individual students cannot be distinguished (for example, participation in compulsory field tours); or
 - specific skill-acquisition activities such as the use of medical equipment.

9. Reporting

- a) Unit Convenor are required to report on grade distributions and comment on any related academic standards at unit level.
- b) Discussion should occur with subsequent reporting to Learning and Teaching Committee following each teaching period. Teaching period reports should give information at unit level.
- c) Annual reporting is also required through the Annual Course Reports; Course Convenors must submit an annual summary of grade distributions as part of the report.

10. Feedback

- a) Qualitative and/or quantitative feedback are provided to students to support student learning, which may include self-review and/or peer review feedback opportunities that build a student's capacity to make judgements about their own work, within 15 working days of the completion of an examination or deferred examination or an assignment's due date.
- b) Students will be given the opportunity to discuss their performance and the feedback they have received with an appropriate member of the academic staff.
- c) Feedback should refer to the marking criteria.

i. **Forms of feedback**

- Feedback will be quantified in the form of marks or grades for assessment items and/or in qualitative form such as comments, model answers and suggestions for reading.
- Feedback is provided in a variety of ways, including:
 - model answers to questions

- verbal comments from teaching staff, both individually and to the class
- emails and online comments from teaching staff, both individually and to the class
- verbal comments on presentations and participation in class discussions
- preliminary assessment task advice
- face-to-face assessment task discussion, individually, and in groups
- written feedback comments regarding drafts and assessment tasks
- written comments on feedback forms
- via the AIA's Student Management System
- Marks for assessment items during teaching periods will be accompanied by online qualitative feedback on student work where applicable. Students may also seek feedback on their final grade in a unit.

ii. **Timing of feedback**

- Other than in final exams and assignments, the timing of feedback on all assessment items in a unit will allow students to use the information on their performance and progress to improve their final result.
- If applicable, assignments submitted by students will be returned to the student either before, or at the same time as feedback is provided.
- Feedback to students on assessment items that contribute towards the final grade must be given promptly after submission of the assignment.
- Where possible, students will receive feedback on earlier, intermediate assessment items before submitting their next assignment.
- The turnaround time for assessment items should be 15 working days or less in a standard teaching period. Assessment tasks for non-standard teaching periods should be designed to allow prompt feedback and turnaround times for assessment items. As far as is practicable, staff should advise students at the beginning of the teaching period of the turnaround time for marking and feedback on individual assessment items.
- Unit convenors must be on campus and available on the next working day following the release of results for any students wishing to review their final results. If the Unit Convenor is unavailable, he or she must ensure a staff member relevant to the unit is present.

Student support

- Students identified in the feedback process as lacking particular background knowledge, for example, academic literacy, will be referred to sources of support.
- The assessment of student progress is a public activity and its processes are open to public scrutiny within the constraints provided by the Privacy Act.
- Student records will demonstrate consistency, fairness, and transparency in marking throughout the assessment process.

11. Record Retention

- a) Records must be kept by Unit Convenors/Course Convenors to:
- keep track of the multiple assessment items required for good practice in assessment. It is from such records that an overall judgment will be made about what progress a student has made;
 - judge the reliability and validity of assessment items;
 - provide a basis for teachers to reflect on assessment practice, especially where records refer to the processes and contexts of assessment (e.g., performance, 3D models);
 - provide a legal basis for judgments made about student performance; and
 - provide evidence (such as samples of examination script books) of the quality of courses or of compliance with regulatory or professional accreditation requirements.
- b) Course Convenor will maintain a database of assessment not managed by central servers such as the Student or Learning Management Systems. The database should include a record of:
- each assessment item regardless of the form of the assessment item;
 - the receipt of an assessment item from a student;
 - the marks (and grades) for each assessment item; and
 - any special consideration given to a student's submission of assessment items (such as applications for extensions).

This information needs to be retained for twelve months longer than the duration of the student's course.

- c) Where electronic versions of unit outlines and assessments are not maintained on AIA supported services, record-keeping also will include:
- information provided in the section on assessment in the unit outline;
 - the retention, for the purpose of external audits and benchmarking, of samples of assessment items awarded different grades; and
 - the retention for at least one year of completed examination script books from centrally timetabled examinations.
- d) Records of assessment will be sufficient to enable an adjudicator within or outside the AIA to make a credible and independent judgment on a student's progress or result. This applies, in particular, to the review of a result under grievance procedures.

12. Roles and Responsibilities

Responsibilities

The following responsibilities apply to final exams that AIA's Student Administration, schedules and manages during the AIA examination period.

Who	Responsibility
Students	<ul style="list-style-type: none"> ✓ It is the student's responsibility to ascertain the correct timetable for their examinations. ✓ A maximum of three consecutive exams with no more than two on any single day is permitted (for example, two on one day, and one the following morning). A student with either three exams in one day or four consecutive exams is responsible for immediately contacting the AIA's Student Administration to have one exam rescheduled.
AIA's Student Administration	<ul style="list-style-type: none"> • AIA's Student Administration is responsible for administering final, supplementary, and deferred exams during AIA's formal examination periods. This includes, but is not limited to: <ul style="list-style-type: none"> ✓ scheduling and managing final, deferred, and supplementary exams ✓ providing preliminary and final timetables for exams arranging the printing of exam papers which are received within five working ✓ days of the exam date ✓ organizing exams and overseeing conduct in the examination room ✓ reporting alleged breaches of examination rules to Academic Dean ✓ securely holding exam question papers and script books prior to collection by authorized examiners ✓ releasing exam question papers to the Library. • AIA's Student Administration will monitor the use of supplementary assessment, including supplementary examinations. • The AIA's Student Administration will provide the Course Convenor with an annual report which will identify the units that have conducted supplementary assessment, number of students involved, outcomes (such as the number of pass and fail grades) and any issues or recommendations. This report, together with any recommendations from the Course Convenor, will be referred to Learning and Teaching Committee. • AIA's Student Administration will maintain a register of deferred examination applications to monitor the frequency and number of applications students.
Unit Convenors	<ul style="list-style-type: none"> • For final examinations, Unit Convenors are responsible for: <ul style="list-style-type: none"> ✓ writing exam papers, using plain English wherever possible; ✓ arranging certification of the exam paper by the Course Convenor; ✓ including information on materials permitted in exams in unit outlines;

- ✓ notifying AIA's Student Administration of exam requirements, including permitted materials;
 - ✓ arranging delivery of exam papers to AIA's Student Administration by the set date;
 - ✓ arranging the printing, security and delivery of exam papers not received by AIA's Student Administration by the set date;
 - ✓ (or a nominee) being at the examination room 10 minutes prior to the exam and for the first 15 minutes of the exam;
 - ✓ being available by telephone during an exam to answer queries;
 - ✓ collecting examination question papers, script books and other related examination material within 48 hours of the examination concluding. After this time the appropriate Unit Course Convenor will be informed that papers are waiting to be collected;
 - ✓ determining whether an exam question paper for a unit should be released;
 - ✓ ensuring that students receive timely and constructive feedback on all assessment items;
 - ✓ notifying AIA's Student Administration of exam question papers to be released to the Library; and
 - ✓ ensuring that the information on permitted materials and exam duration outlined on the preliminary timetable complies with their instructions.
- Unit convenors are responsible for all assessment in a unit as set out in this section, including:
 - ✓ designing assessment tasks;
 - ✓ preparing students for different modes of assessment;
 - ✓ ensuring equivalency in multiple offerings of units;
 - ✓ accommodating the specific requirements of particular forms of assessment, such as assessment of group work, online assessment and work integrated learning;
 - ✓ producing marking criteria for assessment tasks;
 - ✓ approving extensions to the due date for submission of assessment items; and
 - ✓ ensuring the safe keeping and return of assessment items.
 - When sessional staff, external staff or other colleagues assist the Unit Convenor in assessing a unit, the Unit Convenor is responsible for:
 - ✓ ensuring that any individual conducting assessment is appropriately qualified and approved;
 - ✓ providing guidelines for marking each assessment item;

	<ul style="list-style-type: none"> ✓ providing support and training to other assessors where necessary to ensure that marking is consistent across a unit; ✓ taking overall responsibility for the final grade for each student; and ✓ ensuring that adequate moderation procedures are followed. (refer to Moderation in this policy). • Unit convenors are encouraged to liaise with other Unit Convenors in the same course to share information on assessment items and coordinate such matters as the spread of assignment submission dates. ✓ being available on the next working day following the release of results for students wishing to review their final results (or if the Unit Convenor is unavailable, he or she must ensure a staff member relevant to the unit is present); ✓ referring students to the appropriate services if identified as needing support because of the feedback process. ✓ marking and grading assessment items to reach a final grade for a unit according to AIA requirements; ✓ setting out in the unit outline information on the grading of assessment items, such as the weighting of prior summative assessments towards the final grade and the criteria to achieve a pass in the unit; ✓ electronically submitting final marks and grades to the AIA Student Management System in accordance with the set timeframe. • Unit convenors will ensure that full records of assessment are kept for units including marks given by part-time tutors.
Course Convenors	<ul style="list-style-type: none"> • Are encouraged to provide advice and feedback to Unit Convenors and in particular, new lecturers on assessment items. • Where practicable, Course Convenors are responsible for monitoring the number and type of assessment items in units across the course to ensure a manageable workload for staff and students. • Ensure moderation of courses, including those delivered offshore, as well as the documenting and communicating of the moderation procedures in courses. • They are also responsible for ensuring that periodic moderation takes place between different offerings of the same unit, and the AIA unit and similar units taught in other universities. • They are responsible for certifying exam papers.
Academic Dean	<ul style="list-style-type: none"> • In consultation with Unit Convenors, must ensure:

	<ul style="list-style-type: none"> ✓ the appropriate moderation of the marking or grading of assessment items and the award of results in units across all the courses; ✓ periodic benchmarking of assessment standards against similar courses at other institutions; and ✓ ensuring assessment is conducted in accordance with all information presented in this document. <ul style="list-style-type: none"> • May approve the late withdrawal of a student who can provide evidence of exceptional circumstances leading to them not attending a requested deferred examination. • May approve a second deferred exam for intra-trimester examinations, on receipt of approved and evidenced extenuating circumstances. • Ensuring that secure records of assessment are kept if not stored through the Student Management System. • Ensuring that individual members of academic staff retain records of student grades and records of assessment as above (maintained and submitted in electronic form) for storage on a central server such as Student Management System. • Ensuring that staff members (including sessional staff) leaving the AIA (including for extended periods of leave), hand over all records to another appropriate member of academic staff.
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Version History

Version	Approved by	Approval Date	Details
2.0	Academic Board	16/11/2020	Added GPA equivalence to the Grading Scale Table
2.1	CEO	8/12/2020	Added specific references to 'online'
3.0	Academic Board	10/4/2024	Policy Review Project and reviewed as part of the Student Management System set up.

Document Owner: Academic Board



Generic Marking Rubric Template

Criteria	N (0-49)	Pass (50 – 59)	Credit (60 – 69)	Distinction (70 – 79)	High Distinction (80-100)	Marks
Context setting in the report	The report does not have one or more of the elements listed below. All need to be better structured and developed with further details.	The report has all the elements listed below. Some of them should be better structured ...and/or developed with further details.	The report has all the elements listed below. All elements are structured and developed with enough details but not well connected.	The report has all the elements listed below. All elements are structured and developed with well selected details. All elements are connected to form a narrative.	The report has all the elements listed below. All elements are structured and developed with well selected details. All elements are connected to form a narrative with the specific purpose of the report.	/10
	Quality of:				Comments:	
	▪ Introduction	None	Needs Improvement	Satisfactory		
	▪ Publication details of the article	None	Needs Improvement	Satisfactory		
	▪ Summary of the article - Conclusion	None	Needs Improvement	Satisfactory		

Depth of analysis of the characteristics	The report fails to identify or discuss all the relevant aspects of the article for analysis.	The report identifies most of the relevant aspects of the article for analysis. Their analysis could be discussed more comprehensively.	The report identifies all the relevant aspects of the article for analysis. Their analysis was discussed comprehensively.	The report identifies all the relevant aspects of the article for analysis. Their analysis was discussed comprehensively and logically connected.	The report identifies all relevant aspects of the article for analysis. Their analysis was discussed comprehensively and logically connected considering the purpose of the report.	/10
	Analysis of: <ul style="list-style-type: none"> ▪ Logic within the article None Needs Improvement Satisfactory None ▪ Article's currency Needs Improvement Satisfactory None ▪ Article's accessibility Needs Improvement Satisfactory None ▪ Article's stability Needs Improvement Satisfactory None ▪ Article's authority Needs Improvement Satisfactory 			Comments:		
Analysis of the sources used to write the article	The report has not identified sources (or the lack of) used in the article.	The report identifies some sources (or the lack of) used in the article.	The report identifies all sources (or the lack of) used in the article.	The report identifies all sources (or the lack of) used in the article,	The report identifies all sources (or the lack of) used in the article,	/10

	The report thus does not include any analysis.	The report includes a partial analysis of the sources, but the analysis is not well connected.	The report includes a partial analysis of the sources, but the analysis is not well connected.	The report includes a comprehensive analysis of the sources, and the analysis is well connected.	The report includes a comprehensive analysis of the sources, and the analysis is very well connected considering the purpose of the report.	
	Analysis of: <ul style="list-style-type: none"> ▪ The article's representation of the sources None Needs Improvement Satisfactory ▪ Quality of the sources (e.g. currency, authority) None Needs Improvement Satisfactory ▪ Suitability of the sources None Needs Improvement Satisfactory 			Comments:		

Independent research on the accuracy of the article using external sources (with justification)	The report does not include any external sources.	The report includes a limited set of arbitrarily selected external sources to validate the article.	The report includes a limited set of purposefully selected (with some justification) external sources used to validate the article.	The report includes a comprehensive list of purposefully selected (with some justification) external sources used to effectively validate the article.	The report includes a comprehensive list of purposefully selected and well justified external sources used to effectively validate the article considering the purpose of the report.																	
	<p>Discussion of:</p> <table border="0"> <tr> <td>- Quality of the external sources (e.g. currency, authority)</td> <td>None</td> <td>Needs Improvement</td> <td>Satisfactory</td> </tr> <tr> <td>- Suitability of the external sources</td> <td>None</td> <td>Needs Improvement</td> <td>Satisfactory</td> </tr> <tr> <td>- Justification of the selection</td> <td>None</td> <td>Needs Improvement</td> <td>Satisfactory</td> </tr> <tr> <td>- Comprehensiveness of the selection</td> <td>None</td> <td>Needs Improvement</td> <td>Satisfactory</td> </tr> </table>			- Quality of the external sources (e.g. currency, authority)	None	Needs Improvement	Satisfactory	- Suitability of the external sources	None	Needs Improvement	Satisfactory	- Justification of the selection	None	Needs Improvement	Satisfactory	- Comprehensiveness of the selection	None	Needs Improvement	Satisfactory	Comments:		/10
- Quality of the external sources (e.g. currency, authority)	None	Needs Improvement	Satisfactory																			
- Suitability of the external sources	None	Needs Improvement	Satisfactory																			
- Justification of the selection	None	Needs Improvement	Satisfactory																			
- Comprehensiveness of the selection	None	Needs Improvement	Satisfactory																			
Organisation of report and Quality of writing	The report is neither organised logically nor formatted as a report. The tone and accuracy of language used in the writing is not understandable at times.	The report is organised logically but not formatted as a report. The writing is understandable. The tone is not appropriate or consistent.	The report is organised logically and formatted as a report, though not specifically for its purpose. The writing is mostly articulate. The tone could be more appropriate and/or consistent.	The report is organised logically and formatted as a report, though not specifically for its purpose. The writing is mostly articulate, The tone is appropriate and mostly consistent.	The report is organised logically and formatted as a report, specifically for its purpose. The writing is articulate The tone is appropriate and consistent.																	
	<p>Quality of:</p> <table border="0"> <tr> <td>Grammar and expressions</td> <td>Needs improvement</td> <td>Satisfactory</td> </tr> </table>			Grammar and expressions	Needs improvement	Satisfactory	Comments:		/10													
Grammar and expressions	Needs improvement	Satisfactory																				
	<table border="0"> <tr> <td>Professional tone of writing</td> <td>Needs improvement</td> <td>Satisfactory</td> </tr> <tr> <td>Use of paragraphs</td> <td>Needs improvement</td> <td>Satisfactory</td> </tr> <tr> <td>Use of section headings and sequencing</td> <td>None</td> <td>Needs improvement</td> </tr> <tr> <td>Format used</td> <td>None</td> <td>Needs improvement</td> </tr> </table>			Professional tone of writing	Needs improvement	Satisfactory	Use of paragraphs	Needs improvement	Satisfactory	Use of section headings and sequencing	None	Needs improvement	Format used	None	Needs improvement							
Professional tone of writing	Needs improvement	Satisfactory																				
Use of paragraphs	Needs improvement	Satisfactory																				
Use of section headings and sequencing	None	Needs improvement																				
Format used	None	Needs improvement																				

Appropriate citation of sources using the APA style	The report does not include any citations and/or a reference list.	The report follows a referencing style that does not comply with the APA style, or only includes either the in-text citations or the reference list.	The report follows a referencing style that mostly complies with the APA style, though the in-text citations are not made purposefully.	The report follows a referencing style that complies with the APA style, and the in-text citations are mostly purposeful.	The report follows a referencing style that complies with the APA style, and the in-text citations are made purposefully.	
	- Citations made appropriately - Format of in-text citations - Format of the reference list	None None None	Needs improvement Needs improvement Needs improvement	Satisfactory Satisfactory Satisfactory	Comments:	
General comments:						Total:
						/60

Grade Point Average

Grade	Letter Grade	Numerical Grade	Grade Point
High Distinction	HD	80% - 100%	7
Distinction	D	70% - 79%	6
Credit	C	60% - 69%	5
Pass	P	50% - 59%	4
Fail	N	0% - 49%	0
Withdrawn Fail (withdrawn after census)	WF	0%	0
Fail no submission	FNS	0%	0
Absent Fail	AF	0%	0
Supplementary Pass	SP	50%	2

Conceded Pass	CP	50%	1
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Interim Grades are given until the issuing of a final result in the following circumstances:

Interim Grader	Letter Grade	Application
Withheld Result Standard	WH	Circumstances such as extensions to submission of assessment items. Also used in cases where results are not available in time for standard release of results.
Withheld Result Extended	WHE	Exceptional circumstances leading to an extension of a WH grade. Only one extension is permitted.
Withheld Result WIL	WHW	Withheld result due to internship/placement availability
Withheld Result Conduct	WHC	Withheld due to Student Conduct investigation, including Summary Inquiries.
Supplementary or Modified Assessment Result	SX	Supplementary or modified assessment has been offered upon meeting the supplementary eligibility criteria or special consideration. Final mark to be determined post completion of supplementary assessment

Final Grades

Designated Grade	Verbal Description
High Distinction (HD)	Work of outstanding quality on the learning outcomes of the unit, which may be demonstrated in areas such as criticism, logical argument, and interpretation of materials or use of methodology. This grade may also be given to recognise originality or creativity.
Distinction (D)	Work of superior quality on the learning outcomes of the unit, demonstrating a sound grasp of content, together with efficient organisation and selectivity.
Credit (C)	Work of good quality showing more than satisfactory achievement on the learning outcomes of the unit, or work of superior quality on a majority of the learning outcomes of the unit.

Pass (P)	Work showing a satisfactory achievement of the learning outcomes of the unit.
Fail (N)	Work showing an unsatisfactory achievement of one or more learning outcomes of the unit, and not qualifying for the grade of pass.
Withdrawn Fail (WF)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant.
Withdrawn Late (WL)	Students withdraw from their course after the census date, but before the completion date of a teaching period for any enrolled unit/s as relevant without penalty.
Fail no Submission (FNS)	No assessment submitted.
Absent Fail (AF)	No attendance or submission.
Supplementary Pass (SP)	<p>Supplementary Pass Eligibility:</p> <ul style="list-style-type: none"> Failed a unit/s within a trimester, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and Having been offered the chance to complete a supplementary assessment, passes that assessment (e.g. achieve 50+%) <p>Note: Maximum Numerical Grade awardable is 50%</p>
Conceded Pass (CP)	<p>Conceded Pass Eligibility:</p> <ul style="list-style-type: none"> Be enrolled in their final teaching period of study Have failed a single unit, with a final mark within 5% of the minimum pass mark (e.g. 45-49%) in the unit; and Have passed all other units undertaken in that teaching period. <p>Note: Maximum Numerical Grade awardable is 50% and CP to be discussed and ratified by the Learning and Teaching Committee and/or delegated subcommittee.</p>