ASSESSMENT AND STUDENT PROGRESSION MANUAL

CONSOLIDATED POLICIES AND PROCEDURES

ISSUED BY: Office of the Deputy Vice-Chancellor, Academic

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Category: Students
Teaching & Learning

7th EDITION
## CONTENTS

### INTRODUCTION.................................................................................................................. 4

### EXCEPTIONS ...................................................................................................................... 5

### ASSESSMENT AT CURTIN ................................................................................................. 6

1. Principles of Assessment .............................................................................................. 8
2. Requirements for Assessment .................................................................................... 10
3. Assessment Design ....................................................................................................... 11
4. Assessment Communication .......................................................................................... 13
5. Assessing Student Work ............................................................................................... 14
6. Analysis of Results ......................................................................................................... 16
7. Feedback on Assessment ............................................................................................... 17
8. Exemptions to Assessment Requirements ...................................................................... 18
9. Quality of Assessment ................................................................................................... 20

### SPECIFIC ASSESSMENT TYPES ..................................................................................... 22

10. Assessment in Fieldwork Education ........................................................................... 23
11. eAssessment ............................................................................................................... 24

### ASSESSMENT VARIATION ............................................................................................... 27

12. Late Assessment ........................................................................................................... 28
13. Assessment Extension ................................................................................................. 29
14. Supplementary Assessment ......................................................................................... 35

### EXAMINATIONS .............................................................................................................. 39

15. Examinations ................................................................................................................ 40
16. Preparation of Examination Papers ............................................................................ 44
17. Security of Examination Papers .................................................................................. 46
18. Regulations for the Conduct of Examinations and Invigilated eTests ....................... 47
19. Alternative Examination Arrangements ...................................................................... 52
20. Inability to Complete a Final Examination ................................................................... 55
21. Student Access to Examination Answer Booklets ...................................................... 56
22. Release of Examination Papers .................................................................................... 57

### BOARD OF EXAMINERS, GRADES AND ACADEMIC STATUS .................................... 58

23. Board of Examiners ..................................................................................................... 59
24. University Grading System ......................................................................................... 61
25. Calculation of SWA and CWA .................................................................................... 66
26. Conceded Pass ............................................................................................................. 68
27. Academic Status .......................................................................................................... 69
28. Conditional Status ........................................................................................................ 70
29. Termination from Course ............................................................................................. 71
30. Course Switching Following Termination ..................................................................... 73
31. Future Re-Admission to the Same Course Following Termination ............................ 75
32. Responsibility for Academic Results ........................................................................... 76
33. Academic Transcript ..................................................................................................... 78
34. Final Results to Students ............................................................................................ 81
35. Satisfactory Course Progress ....................................................................................... 82
STUDENT APPEALS .................................................................................................................. 84
36. Assessment Appeals ........................................................................................................ 85
37. Academic Status Appeals .............................................................................................. 89

OTHER RELEVANT POLICIES .......................................................................................... 93
38. Academic Integrity .......................................................................................................... 94
39. Plagiarism ......................................................................................................................... 95
40. Academic Misconduct ..................................................................................................... 96
41. Awards with Honours ..................................................................................................... 97
42. Vice-Chancellor’s List ..................................................................................................... 98
43. Unit Outlines ................................................................................................................... 99
44. Credit for Recognised Learning ...................................................................................... 100
45. Ownership of Project Work and Essays ..................................................................... 101

DEFINITIONS ....................................................................................................................... 102
INTRODUCTION

This manual is a consolidation of policies and procedures relating to assessment and the academic progress of students at Curtin University.

The full title of the manual is “Assessment and Student Progression - Consolidated Policies and Procedures”. It can be referred to and cited as the “Assessment and Student Progression Manual”.

Note that additional guidelines and advice on effective teaching, the development of appropriate assessment tasks and assessment techniques (including assessing group work, marking and grading assignments and ensuring fair assessment), are contained in the booklet Teaching and Learning at Curtin separately issued by the Curtin Teaching and Learning.

This edition of the manual replaces the Assessment and Student Progression Manual approved by Academic Board in March 2013.

Unless otherwise specified, all decisions and actions on assessment and student progression matters made on or after 30 October 2015 are subject to the policies and procedures contained in this manual.

Exceptions:
Study periods commencing in March 2013 and finishing after 30 October 2015 shall continue to be subject to the policies and procedures contained in the previous edition of this manual unless it is determined that application of the new policy and procedures is advantageous to students. Where there is any doubt, the Academic Registrar shall determine which policies and procedures shall apply.

All policies and procedures contained in this manual shall remain in force until repealed by Academic Board.

The Assessment and Student Progression Manual has been reviewed in accordance with the Tertiary Education Quality and Standards Agency (TEQSA) Standards Framework 2011.

ACKNOWLEDGEMENTS
This manual was produced as a collaborative effort between the Office of the Academic Registrar, Student Central, Curtin Teaching and Learning, the Faculty Deans of Teaching and Learning, and the Curtin Student Guild.

Professor Jill Downie
Deputy Vice-Chancellor, Academic
October 2015

APPROVAL DETAILS

Endorsed by:
University Teaching and Learning Committee 12 October 2015

Approved by:
Academic Board 30 October 2015

Issued by:
Academic Registrar November 2015
Exceptions

The policies and procedures in this manual do not apply to:

- Students enrolled in a pre-tertiary unit or course; or
- Higher Degree by Research students except with respect to coursework units undertaken as part of the research degree. For Higher Degree by Research students, please refer to the specific rules, policies or procedures applying to research degrees.

The policies and procedures in this Manual apply to Open Universities Australia (OUA) students unless otherwise specified.
ASSESSMENT AT CURTIN

1. Principles of Assessment 8
2. Requirements for Assessment 10
3. Assessment Design 11
4. Assessment Communication 13
5. Assessing Student Work 14
6. Analysis of Results 15
7. Feedback on Assessment 16
8. Exemptions to Assessment Requirements 17
9. Quality of Assessment 19

Curtin aims to provide excellent assessment, teaching and learning opportunities within a criterion referenced framework where learning outcomes clearly indicate what successful students know and can do as a result of their learning experiences. Student achievement of the outcomes at the level specified in the assessment criteria is the determinant of final results.

- Excellence in assessment, teaching and learning includes:
- Intellectually challenging learning outcomes;
- Engaging learning environments;
- Flexible learning opportunities;
- Assessment that aligns with learning outcomes; and
- Systematic evaluation of teaching and learning.

Curtin acknowledges that high quality assessment practices are a critically important dimension to the student experience. The primary purposes of assessment at Curtin are to:

- contribute to the learning experience;
- provide appropriate feedback to students to support their learning;
- appraise student achievement in terms of the intended learning outcomes;
- contribute measures to help staff evaluate the effectiveness of their teaching; and
- provide assurance to the wider community that academic standards are being maintained.

Further Information

This manual is designed to support quality assessment at Curtin. However, if a student believes that the requirements described in this manual are not being followed, they should be directed to discuss the matter with the relevant unit coordinator in the first instance. If the matter remains unresolved, the student should be directed to discuss their concerns with the course coordinator (or, if appropriate the relevant Head of School/Department). If the matter remains unresolved, the matter should be brought to the attention of the Head of School or Dean of Teaching and Learning.
Further information is available in the following publications, available from Curtin Teaching and Learning:


The role of the unit coordinator in managing assessment is outlined in the *Unit Coordinator Handbook* [http://otl.curtin.edu.au/teaching_learning/unit_coordinator_handbook/index.cfm](http://otl.curtin.edu.au/teaching_learning/unit_coordinator_handbook/index.cfm)

*Academic Integrity at Curtin: Staff Guidelines for Dealing with Student Plagiarism* booklet available on the *Information for Staff* page of the *Academic Integrity* website.

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**References**


PRINCIPLES OF ASSESSMENT

1. Principles of Assessment

These principles underpin assessment policy at Curtin. They draw on substantial experience of assessment at Curtin and are informed by published guidance on good practice in assessment in higher education from a number of sources, including Boud and Associates (2010); Ewan (2009), LTSN (2001); QAA (2006) and Russell (2008). A benchmarking review of the higher education sector was conducted by Curtin during August 2010 as part of this process.

Principle 1: Assessment practices will be subject to quality processes
Assessment practices will be subject to a quality management process to ensure that practices are in accordance with the requirements set out in this document.

Quality management is the responsibility of all staff associated with assessment although the scope of that responsibility will vary according to the role they play. For example, unit coordinators are responsible for ensuring that assessments within a unit comply with the requirements set out in this manual. Course coordinators must also ensure that assessments are coordinated across the course. Heads of School have overall responsibility for assessments within their School.

Principle 2: Assessment aligns with intended learning outcomes
Assessment will be made on the basis of performance defined by pre-specified criteria, rather than norm-referenced approaches where assessment is made on the basis of performance relative to that of other members of the class or cohort. (In criterion referenced assessment, practices such as scaling marks and grading students to fit a normal distribution curve are not appropriate.) Assessment tasks and criteria will be aligned to the intended learning outcomes, and supported by appropriate teaching and learning activities.

Principle 3: Assessment addresses Curtin graduate attributes
Assessment tasks primarily focus on the discipline but they will also ensure that students have opportunities to develop a wide range of capabilities. Assessment within a course or major should be designed to ensure incremental achievement of the course learning outcomes which are derived from Curtin's Graduate Attributes. Assessments across a course should provide evidence of students' development of higher order thinking skills such as analysis, synthesis and evaluation.

Principle 4: Assessment practices have a substantial impact on student learning
Good assessment practices will focus on authentic and engaging tasks designed to encourage deep approaches to learning. Well designed assessment tasks will also educate students with respect to appropriate academic practices and promote ethical academic conduct.

Principle 5: Assessment provides high quality and timely feedback to students
Informative and encouraging feedback from a range of sources (self, peer, tutor) will support learning. Feedback should promote self-assessment and facilitate a positive attitude to future learning. Good feedback will appraise the student performance against the assessment criteria, providing advice on how to improve in future work. The use of assessment undertaken early in the unit will provide valuable early formative feedback to both teacher and student.

Principle 6: Courses and units include a variety of assessment types
Assessment within a course will be based on multiple and diverse sources of evidence gathered from formative and summative assessment tasks appropriately weighted and spread across the study period. Varied assessments allow a range of learning outcomes to be appraised. Variety in assessment avoids favouring students and provides a comprehensive analysis of an individual's performance.
Principle 7: Assessment is inclusive and equitable
Inclusive and equitable assessment will ensure that tasks and procedures do not disadvantage any group or individual. Any assessment task has the potential to advantage or disadvantage certain students. To minimise bias and the impact of disability, medical and other equity grounds, assessment tasks should be described using inclusive language to introduce and explain the assessment and how it will be graded. Reasonable adjustments should also be made where appropriate, to ensure inclusive and equitable assessment. Assessment will be equivalent across different teaching locations and different modes of study. If students are permitted to re-submit work this must be made clear in the unit outline and offered to students in a fair and equitable manner.

Principle 8: Assessment is valid and reliable
Valid assessments will support the learning experience and clearly appraise student attainment of the intended learning outcomes. Learning outcomes must be clearly stated, demonstrable, achievable and measurable. Reliable assessment is accurate, consistent and repeatable. This requires clearly defined processes for the design, grading and analysis of assessments. Validity and reliability will be enhanced by moderation procedures to ensure that professional judgement is informed by peer review and discussion. At Curtin, moderation relates to all stages of the assessment as shown in the diagram. It is a process directed at ensuring that assessments are designed and implemented with accuracy, consistency and fairness. Moderation is required for all assessment tasks.

Principle 9: Information about assessment is readily available
Clear, accurate, consistent and timely information on assessment tasks and procedures will be made available to students, staff and other external assessors or examiners. Assessment criteria will include sufficient detail to explain clearly to the student what is required.

Principle 10: The amount of assessed work is manageable
The effort involved in an assessment task should be appropriate to the credit awarded for that task. The amount and scheduling of assessed work required is designed to provide a reliable and valid profile of achievement without overloading staff or students. There will be broad consistency of expected workload across courses and units. Assessments will be spread across the study period, partly to manage workload but more significantly to provide opportunities for developmental feedback.
2. Requirements for Assessment

2.1 The following sections set out the requirements for assessment under subheadings as described in the assessment cycle outlined previously (under Principle 8).

2.2 These requirements acknowledge and represent currently accepted practices across the higher education sector. However, it is recognised that there may, on occasion, be exceptional cases where a high quality assessment may not comply fully with the requirements listed in this section. Under such circumstances an exemption may be permitted, providing that the proposed assessment is not in conflict with the general principles of assessment outlined earlier. Such exemptions as outlined in \textit{Exemptions to Assessment Requirements} require Faculty approval through the Dean of Teaching and Learning. To ensure this document remains responsive to emergent practices, all exemptions will be centrally recorded and used to inform future policy development.

Further Information

The role of the unit coordinator in managing assessment is outlined in the \textit{Unit Coordinator Handbook} \url{http://otl.curtin.edu.au/teaching_learning/unit_coordinator_handbook/index.cfm}
3. **Assessment Design**

3.1. Assessment tasks and marking criteria will be designed to directly assess the unit learning outcomes. Assessments within a unit will be appraised on the basis of performance criteria defined and communicated to students in advance. Feedback appropriate to each assessment should provide developmental support to student learning.

3.2. Assessment of student progress within the unit will be based on multiple and varied sources of evidence gathered from a range of appropriately weighted assessment tasks spread across the study period.

3.3. The use of only one type or mode of assessment is not appropriate and care should be taken to ensure a range of techniques is employed so that any single type or mode does not excessively dominate. Other than where required by the relevant professional body, a final examination must not be worth more than 50% of the unit mark. Consideration should be given with respect to the use of small assessment tasks to ensure that the effort involved is commensurate with the marks awarded to that task.

3.4. Assessment tasks will be equivalent when the unit is offered on more than one campus or in more than one mode of study (such as face-to-face and online). Equivalence does not mean the tasks must be identical: assessment tasks may be adapted to suit the needs of campuses or modes of study, but they must be of similar complexity and nature, and they must always directly assess the unit learning outcomes.

3.5. Reasonable adjustment (such as the modification of assessment tasks, processes or format) may be made for students with a verified disability, medical or other condition in accordance with the Disability Standards for Education 2005 and Curtin’s Disability Access and Inclusion Plan.

3.6. New (or substantially changed) assessment tasks will be subjected to a review prior to their release to students to ensure that they comply with the requirements of this manual and to ensure that they reflect good practice within the discipline. These reviews may be completed as part of the internal course review, accreditation, the introduction of a new unit, or as part of a change to an existing unit. It is recommended that reviews cover the following points to ensure that each assessment is:
   a) Aligned with the intended learning outcomes;
   b) Consistent with the scope and level of the unit;
   c) Clearly and unambiguously described in terms of the task and assessment criteria;
   d) Equivalent when offered in multiple locations;
   e) Designed to avoid the inadvertent encouragement of plagiarism; and
   f) Appropriately weighted and scheduled across the study period.

3.7. Assessment loads within a unit will be manageable and broadly consistent across units. The assessment load is determined by whatever is reasonable to assess students’ achievement of the learning outcomes. A 25 credit unit should have a maximum of four summative assessment tasks, including (if this is appropriate) any examinations. This limit on the number of assessments applies only to those tasks that are used to determine the final mark.

3.8. Design of assessment within a unit will ensure that students receive feedback at an early stage as appropriate to the course, unit and mode of study.

3.9. Assessments should not be reused in a form that provides unfair advantage to successive students. This does not apply to assessment designs where the topic, scenario, or project question differs between students or between successive deliveries.
3.10. Assessment marks will adequately represent individual achievement. A maximum of 35% of the assessment marks for a unit may be obtained from collective group assessments where the contribution of each individual cannot be assessed. No more than 50% of the assessment marks for a unit should be obtained from non-invigilated eTests.

3.11. Attendance by itself will not count towards an assessment mark. Where participation is assessed, the requirements will be clearly specified to students in accordance with the requirements of Assessment Communication paragraph 4.1.

3.12. A student who is repeating a unit will be expected to complete all assessment requirements as described in the relevant unit outline. Curtin does not allow a student to submit work that has been previously submitted and/or assessed for (a) another unit or (b) for a previous attempt at the assessment task for the same unit. Where a student is attempting a unit for a second time, the Head of School may choose to grant an exemption from an assessment task under the following conditions;

a) The assessment has significant associated resource implications; AND

b) The student has previously successfully demonstrated the unit learning outcomes associated with that assessment.

Further Information

For further information regarding disability standards see the Disability Standards for Education 2005 and Curtin’s Disability Access and Inclusion Plan.
4. **Assessment Communication**

4.1. Details of the assessment tasks including required word counts (if appropriate), weighting, due dates and marking criteria will be specified and made available to students in the unit outline.

4.2. Requirements necessary for students to pass the unit must be explicitly stated in the unit outline. Requirements for an individual assessment task to be passed should generally link to accreditation requirements or key unit learning outcomes.

4.3. Students will be informed as to when and how they will receive feedback on each assessment task.

4.4. Where the assessment takes the form of a group task, students must be informed in advance as to how individual marks will be determined. If the allocated group mark is to be modified for any group member to reflect their individual contribution, this process must be communicated clearly to the students in advance, together with information to show how individual marks are calculated.

4.5. Assessments may be changed after the publication of the unit outline, providing that such changes do not disadvantage any student and that the change has majority approval from the students currently enrolled in the unit. In exceptional circumstances (such as the case of a major catastrophe or health epidemic), the University reserves the right to make appropriate changes to assessment without requiring majority approval. Under these circumstances students will be notified in writing as soon as is reasonably practicable.

4.6. Assessment submission procedures will include a student declaration of originality. For electronically submitted assessments the declaration will include a statement to indicate that the student has accepted that it is their responsibility to check that the submitted file is readable and has not been corrupted.

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**Further Information**

For further information on the unit outline see the [Course Approval & Quality Manual](#).
5. Assessing Student Work

5.1. Assessment and Submission

5.1.1. Assessments are to be submitted electronically to Blackboard where a text-based or electronic artefact is available eg Word, Excel, PDF, image, multimedia, computer program.

5.1.2. Staff should take steps to ensure the authenticity of students’ work as per the Management of Plagiarism Policy. Text based assessment artefacts must be submitted to Turnitin.

5.2. Moderation and Marking

5.2.1. The Unit coordinator will ensure that staff responsible for assessing student work are provided with the means to mark student work with an acceptable level of consistency. This is known as pre-marking moderation. This will include, as a minimum, the provision of assessment criteria and relative weightings to staff, supplied in advance of the marking task. Furthermore, it is recommended that other pre-marking moderation strategies (such as consensus building activities) are implemented for units involving multiple markers and/or delivery at multiple locations. Evidence suggests that the reliability of assessment is substantially improved when markers have an opportunity to discuss the assessment criteria, to apply the criteria to samples of work, and to compare marking decisions prior to the commencement of marking with the current cohort.

5.2.2. Unit coordinators will ensure that they are available to assessors to provide clarification and/or guidance should this be required during the marking process.

5.2.3. Where more than one member of staff is involved in the assessment of student work, it is recommended that the unit coordinator reviews the outputs of those markers early in the marking process. This is known as intra-marking moderation, and it is designed to capture marker inconsistencies or other issues at an early stage. It may also be appropriate to undertake intra-marking moderation in situations where the markers are unfamiliar with the assessment task,

5.3. Recording Marks

5.3.1. Marks for each summative assessment task are to be entered into the Blackboard Grade Centre (BbGC), which is the University approved secure repository for assessment task results. The Final Mark column in BbGC is to be calculated as the weighted aggregate of each of the summative assessment tasks. This Final Grade is to be determined at the end of the study period and the appropriate Final Grade indicator is to be entered into the designated column in the BBGC, thereby triggering the transfer of the student result from BbGC to Student One.

5.3.2. Any changes to student marks for an assessment task must be approved by the relevant unit coordinator. A reason for the changes will be recorded in Blackboard Grade Centre.

5.4. Storage of Assessment Artefacts

5.4.1. Arrangements must be made to ensure that:

5.4.1.1. Work submitted or completed by students for the purposes of assessment, if required to be kept by the University, must be retained for a minimum of six months after the appeal period; and

5.4.1.2. Assessment items submitted to Blackboard must be retained; and

5.4.1.3. Examination answer booklets must be retained for a minimum of 12 months.
Further Information

Guidelines are available to assist with marking assessments in alternative formats see http://disability.curtin.edu.au/staff/accommodating.cfm

See also the Western Australian University Sector Disposal Authority (WAUSDA) for full retention and disposal details.
6. Analysis of Results

6.1. The unit coordinator will conduct a post-marking moderation of the results appropriate to the type of assessment. As a minimum, post-marking moderation will include at least one of the following methods:

   a. An analysis of the variances between markers and locations (noting that the efficacy of this depends on sample size);
   b. Second marking or check second marking of a random sample of student work to check for consistent application of marking criteria and standards;
   c. Second marking or check second marking of a sample of student work deemed to be at thresholds (around grade boundaries);
   d. Second marking or check second marking student work deemed to be borderline (just above/below pass mark);
   e. Second marking or check second marking of a sample of outliers (high or low scoring assessments);
   f. Moderation of a sample of marked work by individuals outside of the teaching/marking team.

6.2. Scaling of student marks to a normal distribution is not appropriate within a criterion referenced framework.

6.3. If anomalies are detected, student work will be reassessed and marks adjusted accordingly before work and marks are released to students.

6.4. Contracts already in place with offshore campuses and partners will determine how moderation will be conducted. All contractual obligations must be observed.
7. Feedback on Assessment

7.1. Assessment Feedback

7.1.1. Feedback forms a critical part of the learning process and should aim to be analytical, constructive and empowering. High quality feedback will support development and will do more than simply justify the mark given. Feedback can arise in a number of ways (written, verbal) from a variety of sources (self, peer, tutor).

7.1.2. Students should receive marks, assignments and feedback as soon as practicable, to maximise their opportunity to improve their performance. Research consistently highlights the significant loss of impact to learning when feedback to students is delayed. Ideally, feedback to students for items other than a final examination will be provided under normal circumstances within 15 working days and no later than 20 working days.

7.1.3. Feedback that is used to directly support a future assessment task must be returned in sufficient time for it to provide an effective contribution to the subsequent task.

7.2. Feedback Review

7.2.1. Where multiple assessors are used, assessors should be provided with feedback on the effectiveness and efficiency of the marking and moderation process. Feedback to markers may include a review of the:

a. Assessment task to establish whether it was set at an appropriate level;

b. Assessment criteria to establish whether they were easy for students and markers to use;

c. Timing of the assessment, marking and the moderation processes employed;

d. Feedback provided to students.

7.3. Feedback Security

7.3.1. Assessment tasks and/or feedback must be returned directly to the student(s) concerned. Direct returns may be made electronically (eg via the Blackboard Grade Centre), by post or by collection. Assessment artefacts must never be left unattended for collection. Where work is collected in person the identity of the student should be verified: Student assessments and/or feedback must not be passed to a third party unless written permission by the student concerned is provided.
8. Exemptions to Assessment Requirements

8.1. Scope for Exemption

8.1.1. The approach for applying for an exemption for assessment which may not comply fully with the assessment requirements applies to:

a. A new unit developed and offered for the first time;

b. An existing unit undergoing changes as part of a formal course review; and

c. An existing unit where changes are made separate to any formal process.

8.2. Requirements

8.2.1. Requests for exemption require the support of the Head of School.

8.2.2. Requests for exemption should be presented to the Faculty Teaching and Learning Committee. This request should include an educational justification explaining why the proposed exemption is needed for the assessment in question. The educational justification should demonstrate how the proposed variation is consistent with the general principles of assessment outlined in policy. Confirmation of support from the Head of School must be included.

8.2.3. The Faculty Teaching and Learning Committee may ask for more evidence, or refer the matter as appropriate to others (such as the Curtin Teaching and Learning) in order to reach a decision. Exemption requests that are not supported at Faculty level are considered to be “rejected”.

8.2.4. Requests that are supported at Faculty level are then submitted (by the Dean of Teaching and Learning) to the Director of Course and Teaching Quality for consideration, together with the supporting justification.

8.3. Consideration for Exemption

8.3.1. The Director of Course and Teaching Quality may elect to:

a. Unconditionally approve the request. Changes to the Unit Outline are permitted;

b. Conditionally approve the request. Under these circumstances, changes to the Unit Outline are not permitted until such conditions are satisfied. The Faculty Dean of Teaching and Learning would normally be responsible for ensuring that such conditions are met; or

c. Reject the request.

8.4. Approved Exemptions

8.4.1. Where exemptions are approved, the Unit Outline and assessment instructions will indicate that the assessment in question has special approval. (This is to ensure that the students understand that the assessment profile has formal approval, otherwise it may appear to be non-compliant with policy.)

8.4.2. Faculty Deans of Teaching and Learning will monitor exemptions over time to ensure they are “fit for purpose” and working as intended using existing processes such as course review.
8.5. Recording

8.5.1. Curtin Teaching and Learning will centrally record all exemption requests considered by the Director of Course and Teaching Quality, in order to inform future policy development.

Summary of the Approval Process for an Exemption to Assessment Requirements
9. Quality of Assessment

9.1. It is important that the University ensure the quality of assessment. The following process is designed to provide a structure to assure moderation and academic integrity practices are adhered to, reduce risks associated with assessment and to assure the quality of assessment.

9.2. The Assessment Quality Panel will be responsible for the quality assurance processes for assessment including review of moderation and academic integrity processes in each unit.

9.3. An Assessment Quality Panel will be established at the level of the School. The Head of School or nominee will be the chair and the panel will consist of course coordinators relevant to the specific course or major.

9.4. The Head of the owning organisational unit will ensure that assessment and moderation processes are adequately resourced for each unit. An assessor and co-assessor will be appointed for each unit and these responsibilities will be recognised in their workload allocations. The co-assessor should be appointed prior to the study period. A co-assessor is ideally someone who is independent of the teaching team for that unit. However in most cases this is not viable, therefore the co-assessor may be drawn from the members of the teaching team for that unit.

9.5. The unit coordinator (assessor) will:

9.5.1. Review the assessment tasks prior to their release to students, taking in to consideration any feedback acquired from previous iterations of the task;

9.5.2. Ensure that the co-assessor has:

9.5.2.1. reviewed the assessment tasks (including the guidance provided to markers) prior to their release to students to ascertain that the communication to students and markers is clear and free of errors

9.5.2.2. confirmed that the results have been correctly entered (by sampling, or monitoring during entry of other approach as appropriate to the task);

9.5.3. report on the moderation activities employed and their results;

9.5.4. Report on strategies used to promote and manage academic integrity, identifying where effective practices are development; and

9.5.5. If required by the Assessment Quality Panel, provide evidence as such as moderation outcomes, assessment artefacts, or marking criteria.

9.6. The co-assessor will:

9.6.1. Review the assessment tasks (including the guidance provided to markers) prior to their release to students to ascertain that the communication to students and markers is clear and free of errors

9.6.2. Confirm to the unit coordinator that the results have been correctly entered (by sampling, or monitoring during entry or other approach as appropriate to the task)

9.7. The Assessment Quality Panel will:

9.7.1. Review unit-level data against the policy requirements described in this manual, with particular attention given to moderation and academic integrity;
9.7.2. Identify any areas where improvements are required and communicate the findings back to those areas; and

9.7.3. Report on the outcomes of this review to the Dean, Teaching and Learning (or equivalent) in accordance with Section 9.8 below).

9.8. The Assessment Quality Panels will provide a report to the relevant Faculty Dean of Teaching and Learning twice per year (generally within 30 days of the Board of Examination period for each semester; or appropriate interval relating to study periods). The report will identify compliance with policy and procedures; issues identified through the moderation processes; and strategies for addressing the issues including timeframe for reporting on outcome of strategy.

9.9. The Assessment Quality Panel reports will be stored at the:

9.9.1. School level and incorporated into the annual course review; and

9.9.2. A copy at the Faculty level in such a way as to facilitate review at the Faculty or University level (eg for benchmarking and quality assurance investigations).
SPECIFIC ASSESSMENT TYPES

10. Assessment in Fieldwork Education
11. eAssessment
10. Assessment in Fieldwork Education

This section is provided for information - for full details regarding Fieldwork Education see the Fieldwork Education Policy and Procedures.

Students must be made aware of the assessment requirements (including who will undertake the assessment and the professional and workplace standards of the industry partner) for fieldwork education activities. This information is normally provided in the unit outline.

Moderation of Assessment - Given that assessment in fieldwork education is often undertaken in partnership with fieldwork partners, particular attention should be given to ensuring the moderation and reliability of fieldwork education assessment. Reasonable adjustments will be made for students with disabilities/medical conditions on fieldwork placements in accordance with the Fieldwork Education Policy and Procedures and the Disability Access and Inclusion Plan.
11. eAssessment

11.1. eAssessment

11.1.1. eAssessment refers to any assessment task that makes use of information technology or an electronic device for the presentation of the assessment, the recording of responses, or in the marking process of the assessment.

11.1.2. Specific definitions for formative and summative eAssessment tasks are provided so that potential threats to assessment integrity and security can be clearly identified and addressed:

11.1.2.1. The term eQuiz shall be used for any computer based test where the primary goal is to provide students with practice and feedback on their learning (formative eAssessment). eQuizzes do not contribute to the overall mark for the unit.

11.1.2.2. The term eTest refers to a computer based test, conducted online via a web browser, used to assess learning outcomes (summative eAssessment). There are two classifications:

   a. Invigilated eTests have specific measures implemented to reduce potential threats to assessment integrity and security. This may involve the presence of an invigilator in a controlled testing environment or it may involve the use of online proctoring where the student's behaviour during the test is captured via webcam and screened by invigilators; and

   b. Non-invigilated eTests are delivered in an uncontrolled testing environment, without supervision by an invigilator.

11.1.3. A non-invigilated eTest will have a maximum value of 25% of the overall mark and the combined total of all non-invigilated e-Tests must be no more than 50% of the overall mark.

11.1.4. eTests are subject to the same standards of moderation described in the Assessment Section of this manual.

11.1.5. Appropriate steps must be taken to minimize potential threats to academic integrity and security with eTests.

11.2. Moderation

11.2.1. The moderation process should include an evaluation of the potential threats to assessment integrity and security that may arise in the online testing environment.

11.3. Academic Integrity and Electronic Security

11.3.1. Potential threats to assessment integrity and security include:

   a. Delivery failure, where students are unable to access the test or specific components of the test (eg due to browser incompatibility students are not able to view the content); students are unable to complete the test in the specified time frame due to degraded internet connection reliability or data transmission speeds; or students' responses are not recorded.
b. Impersonation, where someone other than the identified student is taking the test or contributing to the decision-making process.

c. Cheating, where the student has access to unauthorised aids while taking the test, for example paper-based resources, electronic devices, the internet, or other individuals.

d. Content theft, where the questions and/or the answers in the assessment may be copied and distributed.

11.3.2. Recommended strategies to minimise potential threats to assessment integrity and security are:

11.3.2.1. To reduce risks due to delivery failure:

a. Compress images and videos to the smallest file size possible while maintaining clarity.

b. For non-invigilated tests where the candidates may be using computers/devices with different set-up configurations confirm the eTest is delivered as expected to different browsers (eg Internet Explorer, Firefox, Safari) and on different operating systems (Windows, Mac OSX) prior to the test start date.

c. If specific browser plug-ins are required in order to view the questions correctly, post the list of requirements and web links where the plug-ins can be downloaded prior to the start of the test. If possible have the candidate confirm that their browser is correctly configured before starting the test.

d. Instruct students to save their answers on completion of each question. If the delivery mechanism includes a “Save-as-you-go” function ensure that this is enabled.

11.3.2.2. To reduce the risks associated with cheating:

a. Include a candidate agreement statement that clearly describes the conditions under which the assessment should be conducted including the materials that the student is authorised to use (contact the Assessment Centre for an example statement).

b. Shuffle (randomise) the order of answer choices in multiple choice questions so that they do not appear in the same order for each user.

c. Shuffle (randomise) the order of presentation of questions.

d. Review test completion times and analyse test results to screen for perfect scores or trends in question scores. Inform students that reviews are regularly conducted to identify students attempting to cheat.

11.3.2.3. To reduce the risks associated with content theft:

a. Update question pools and question banks regularly. Retire questions that have appeared frequently and add new questions to maintain or increase the size of each pool.

b. Provide students with exam preparation materials such as eQuizzes. This can help reduce the demand for access to questions obtained illegally.
Further Information

For further information about the potential threats and recommended strategies and procedures refer to the *Teaching and Learning at Curtin booklet* or contact the Assessment Centre.
ASSESSMENT VARIATION

12. Late Assessment 28
13. Assessment Extension 29
14. Supplementary Assessment 35
12. Late Assessment

12.1. Late Assessment

12.1.1. Penalties for late assessment must be consistently applied.

12.1.2. All assessments for which students are required to submit work will have a due date and time specified on the unit outline.

12.1.3. Accepting late submission of assignments or other work will be determined by the unit coordinator or Head of School (or nominee) and will be specified on the unit outline.

12.1.4. If late submission of assignments or other work is not accepted, students will receive a penalty of 100% after the due date and time (ie a zero mark for the late assessment).

12.1.5. If late submission of assignments or other work is accepted, students will be penalised by 10% per calendar day for a late assessment submission (eg a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). The minimum mark after penalty is zero. An assessment more than seven calendar days overdue will not be marked.

12.2. Notification and Advice to Students

12.2.1. It is the responsibility of the unit coordinator (or nominee) to notify the student that a late assessment penalty has been applied. The notification should indicate the mark awarded, the penalty and the final mark after penalty.

Penalty = 0.1 X Assessment value X Days late

Final mark after Penalty = Mark awarded – Penalty

Example 1:

Where the assignment is submitted three days after the due date, the assignment is worth 20 marks and the assessor gives a mark of 16/20.

Penalty = 0.1 X 20 X 3 = 6

Final mark after Penalty = 16 – 6 = 10; 10/20

Example 2:

Where the assignment is submitted four days after the due date, the assignment is worth 20 marks and the assessor gives a mark of 6/20.

Penalty = 0.1 X 20 X 4 = 8

Final mark after Penalty = 6 – 8 = -2; minimum value is applied 0/20

Further Information

See other related sections within this Manual – Assessment Extension and Supplementary Assessment
13. Assessment Extension

13.1. Assessment Extension

13.1.1. The evaluation and approval of requests to complete an assessment task or submit an assignment (or other work) at a later date will be fair, transparent, equitable and auditable.

13.1.2. Assessment Extension is a process involving the formal permission for a student to delay the completion or submission of an assessment task after the original date/time (eg examinations, tests) or due date/time (eg assignments).

13.1.3. Approval of Assessment Extension is the responsibility of the Head of School. This authority may be delegated to the unit coordinator.

13.1.4. Approval for an Assessment Extension will only be given in circumstances where specified criteria are met.

13.1.5. An application for an Assessment Extension must be submitted prior to the assessment date/time.

13.1.6. If an Assessment Extension is granted an appropriate new date/time must be specified.

13.1.7. Where an Assessment Extension extends beyond the date of the Board of Examiners the interim grade “Deferred Assessment” shall be used. Deferred Assessment is the formal approval, by the Board of Examiners, to delay the determination of a student's final grade in a unit to permit the student to complete an assessment task(s) at a later date. A “DA” is used as the interim result.

13.2. Responsibility

13.2.1. The unit coordinator is responsible for determining whether an extension for assessment will be accepted in a unit and for clearly notifying students in the Unit Outline where an extension is not permissible. There are some units (as they reflect industry practice) that would not normally accept an extension.

13.3. Criteria for Assessment Extension

13.3.1. The unit coordinator or Head of School (or nominee) must be satisfied that the reason a student was not able to complete an assessment task was due to exceptional circumstances beyond a student's control. Such exceptional circumstances that may warrant approval of an Assessment Extension include, but are not limited to:

a. Student injury, illness or medical condition of such significance that completion of the assessment task was not possible;

b. Family issues (eg family injury or illness, bereavement etc) of such significance that completion of the assessment task was not possible;

c. Commitments to participate in elite sport or other activities that warrant favourable consideration;

d. Commitments to assist with emergency service activities (eg bushfire protection);

e. Unavoidable and unexpected work commitments (eg relocation, changes to fly-in-fly-out schedules).
13.4. Application for Assessment Extension

13.4.1. A student must apply for an Assessment Extension on the form prescribed by the Academic Registrar.

13.4.2. The student will be expected to lodge the form with the unit coordinator before the assessment due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date.

13.4.3. An application for an Assessment Extension will not be accepted after the date of the Board of Examiners meeting.

13.4.4. A unit coordinator, in consultation with the Head of School (or nominee), may offer an Assessment Extension to a student or group of students, without application, in recognition of circumstances where the resources required to complete the assessment are not available. This might arise, for example, if essential equipment is damaged or unavailable for such a period of time that students would be unfairly disadvantaged in the assessment process.

13.5. Documentation

13.5.1. Where the grounds for applying for an Assessment Extension are injury, illness, disability or medical condition of the student (or a family member), the student will be required to provide a signed statement from a medical practitioner registered by the relevant National Medical Board (http://www.medicalboard.gov.au/) in the form prescribed by the Academic Registrar. Statements signed only by a pharmacist are unacceptable. Letters of support from Counselling and Disability Services, including Curtin Access Plans* are also acceptable if relevant to the case.

*Note: A Curtin Access Plan is a formal communication document from the Counselling and Disability Services recommending "reasonable adjustments" for students with disabilities/medical conditions.

13.5.2. Where the grounds for applying for an Assessment Extension is the psychological condition of the student, a letter of support from the Counselling and Disability Services is acceptable if relevant to the case.

13.5.3. Where the grounds for applying for an Assessment Extension are related to a religious matter, a letter of support from the Multi-Faith Services, is acceptable if relevant to the case.

13.5.4. Where the grounds for applying for an Assessment Extension are work commitments, a letter from the employer clearly supporting the student's claim is required.

13.5.5. In other situations, documentation appropriate to the circumstances will be required as determined by the unit coordinator, Head of School, or Board of Examiners.

13.5.6. Any dispute regarding the required level of documentation (including any requirement to provide medical certificates from a specific medical practitioner or range of medical practitioners) shall be determined by the Academic Registrar.

13.6. Approval of Assessment Extension and Notification to Students

13.6.1. The unit coordinator shall consider, without prejudice, all applications for Assessment Extension.

13.6.2. The unit coordinator shall notify the student of the outcome of their application for Assessment Extension within three working days of the decision. This advice must be in writing via the Official Communication Channel.
13.6.3. If an application for Assessment Extension is rejected, the unit coordinator must provide reasons for his or her decision. In this situation, the student must also be advised of their further right of appeal (to the Head of School).

13.6.4. Students must be advised not to commit to any other arrangements that will prevent them from completing the assessment task(s) for which an Assessment Extension has been granted. A student who commits to other arrangements and fails to complete a delayed assessment at the specified time will forfeit the right to a further extension, unless the failure was due to exceptional circumstances beyond their control (see above). Only if a student can demonstrate ongoing or further exceptional circumstances can an additional delay be granted.

13.6.5. If the reason the assessment task was not able to be completed at the specified time was due to circumstances other than those described in the original application for Assessment Extension, the student must complete and submit a new application form.

13.6.6. Assessment Extension must not be used to allow a student to repeat a unit in a future study period.

13.7. Time Frame for Assessment Extension

13.7.1. The unit coordinator in consultation with the Head of School shall determine the time frame by which the student must complete the assessment task for which an Assessment Extension has been granted.

13.7.2. For assignments or other submitted work an extension will normally be up to seven working days after the initial due date/time unless the circumstances warrant a longer delay.

13.7.3. Where practical, the assessment task for which an Assessment Extension has been granted should be completed by the date of the Board of Examiners meeting, and preferably no later than the commencement of the next study period.

13.7.4. To accommodate Assessment Extensions for examinations, or similar events that occur during the examination period, where it is unlikely that the Assessment Extension can be resolved prior to the Board of Examiners, and thus result in an interim grade of DA, Schools should determine a specific period (generally one week) for Deferred Assessments to occur and publish this information in the unit outline. This will generally be the same period specified for Supplementary Assessments.

13.7.5. Students may be required to sit multiple assessments during this period but shall not be made to complete more than two assessments within a 24 hour period and assessments should be scheduled to prevent clashes with other assessments within the Deferred and Supplementary Assessment period.

13.7.6. For Assessment Extensions granted after the Deferred Assessment period has transpired, advice to the student must be sent in writing via Official Communication to the student within four working days of the decision and providing at least three working days notice.

13.8. At or beyond the Board of Examiners meeting

13.8.1. The unit coordinator will advise the Board of Examiners of any completed Assessment Extensions requiring the conversion of an interim grade of GNS to a grade and mark.

13.8.2. Where a unit coordinator advises that there is an outstanding Assessment Extension, the Board of Examiners will be asked to approve an interim grade of deferred assessment (DA) for the student. The unit coordinator will advise the Board of Examiners of the date by which the Assessment Extension will be finalised.
13.8.3. The Head of School will inform the Board of Examiners of any outstanding applications for an Assessment Extension (eg there was insufficient time available to review the application; the application was rejected and is now under appeal).

13.8.4. If the assessment task for which an Assessment Extension has been granted cannot be finalised before the commencement of the next study period, the Board of Examiners may approve a further delay to a date no later than the end of the next study period in which the student would normally enrol. Consideration should be given to reducing the student's study load in that study period.

13.8.5. Any further delay must be approved by the Academic Registrar (or nominee). The Head of School (or nominee) must submit a written request for further delay prior to the end of the study period.

13.8.6. Typically, a student with an interim grade of DA should not be permitted to take a Leave of Absence. Where the circumstances warrant a Leave of Absence, this must be approved by the Academic Registrar (or nominee).

13.9. Design of the Assessment Extension Task

13.9.1. Where the assessment task for which an Assessment Extension has been granted is an assignment or other submitted work, the assessment design may remain the same as the original assignment. Where the student may gain an unfair advantage as a result of the extension to the due date/time an alternative assignment or assessment task may be warranted.

13.9.2. Where an Assessment Extension has been granted for an examination or similar event the examination paper must be of the same duration and format as the original examination but must be different from the paper sat by other students in the unit in the study period in respect of which Assessment Extension was approved.

13.9.3. In general, the School shall be responsible for providing all the required administrative support, appropriate conditions and supervision for the examination. The examination must be conducted in accordance with the Regulations for the Conduct of Examinations and Invigilated eTests set out in Section 18. Students must sit the examination at the time and place designated by the School. Individual arrangements based on student preferences must not be made.

13.9.4. If the examination is to be included in a Centrally Scheduled Examinations period, the School must notify the Examinations Office so that the student can be accommodated in the venue.

13.10. Recording an Assessment Extension

13.10.1. If the assessment is received and can be marked prior to the deadline for submission of unit marks the mark will be recorded and the final grade and mark can be submitted. If the assessment is not received or cannot be marked by the deadline a grade of GNS shall be submitted.

13.10.2. If the Assessment Extension extends beyond the Board of Examiners meeting an interim grade of DA is recorded. Once the assessment is received and marked a final grade and mark will be submitted for ratification by the Board of Examiners.

13.11. Right of Appeal

13.11.1. A student who is denied an Assessment Extension may appeal to the relevant Head of School (or nominee). That person must not have been involved in the original decision.

13.11.2. The appeal must be lodged in writing within five working days of being advised that an Assessment Extension has not been approved.
13.11.3. The Head of School (or nominee) shall assess the appeal and determine if a change in decision is warranted. Once a decision has been made on the appeal by the Head of School, the student must be advised of the outcome immediately and in any case, no later than **three working days** from the date of the decision.

13.11.4. If an application for an Assessment Extension is rejected, the Head of School must provide reasons for the decision. In this situation, the Head of School must also advise the student of their further right of appeal to the Faculty Pro Vice-Chancellor (or nominee).

**13.12. Further Right of Appeal to the Pro Vice-Chancellor**

13.12.1. A student who believes their Assessment Extension Appeal has not been fairly assessed by the Head of School, may request further review by the relevant Faculty Pro Vice-Chancellor (or nominee).

13.12.2. The request must be in writing and must be lodged within **five working days** of the date on which the student was advised of the outcome of their appeal.

13.12.3. Once a decision has been made on the appeal by the relevant Faculty Pro Vice-Chancellor, the student must be advised of the outcome immediately and in any case, no later than **three working days** from the date of the decision.

13.12.4. It is the responsibility of the Pro Vice-Chancellor to advise the student in writing of the outcome of the appeal and the reason for the decision. The decision of the Pro Vice-Chancellor is final.

**13.13. Responsibilities of Schools/Regular Review of Outstanding DA Grades**

13.13.1. The Head of School is responsible for the regular review of DA interim grades to ensure that they are converted to a final result six months of being granted unless otherwise approved by the Academic Registrar (or nominee).

13.13.2. If an extension of the DA interim grade beyond six months is required by the School, a written request for extension, providing reasons why the DA is not able to be converted to a final grade within the initial six month period, must be submitted by the Head of School to the Academic Registrar.

13.13.3. If the circumstances warrant the requested extension, the DA may be maintained for the period approved by the Academic Registrar (or nominee).

**13.14. Late Withdrawal**

13.14.1. Where the personal circumstances of the student are such that an interim grade of DA would have been warranted but the student is unable to complete a unit and needs to re-commence it at a later time, consideration should be given to allowing a late withdrawal from the unit with remission of debt or a fee refund.

13.14.2. If the withdrawal occurs after the relevant census date, the withdrawal will be recorded on the Academic Transcript as a “WD” however remission of debt or a fee refund (full or partial*) can be assessed so the student is not financially disadvantaged and can re-enrol in the unit and repeat it at a later date. This is a more acceptable outcome than having the student effectively repeat the unit while on a deferred assessment as the Academic Transcript will accurately record the study period in which the unit was attempted and the student will correctly appear on class lists, examination scheduling lists, etc and will receive all services through OASIS relevant to that enrolment (eg quick access to book lists, unit outlines etc).

* Fee paying students may be required to forfeit a proportion of the fee as per the University Student Fee Refund Guidelines Policy.
13.15. Open Universities Australia Students

13.15.1. Open Universities Australia (OUA) students who are granted an Assessment Extension examination will be required to sit the examination in the next study period: 

ie

a. Students in Session 1 will sit the deferred examination in mid August;

b. Students in Session 2 will sit the deferred examination in mid to late January; and

c. Students in Session 3 will sit the deferred examination in Session 1.

13.15.2. Administration of these arrangements will be in accordance with policy and procedures approved between OUA and Curtin.

Further Information

See other related sections within this Manual - Late Assessment and Supplementary Assessment.
14. Supplementary Assessment

Supplementary assessment is the formal approval by a Board of Examiners for a student to undertake an additional assessment task in order to provide an opportunity for the student to demonstrate the prescribed learning outcomes. An “X” is used as the abbreviation for this interim result.

14.1. Criteria for Supplementary Assessment

14.1.1. Supplementary Assessments should be considered on a case by case basis.

14.1.2. Approval for Supplementary Assessment should not be granted simply on the basis of a “near pass” ie a mark close to 50%.

14.1.3. The Board of Examiners may approve a Supplementary Assessment if:

   a. The student has attempted all required assessment tasks for the unit;

   b. The student has obtained an overall mark of at least 45% in the unit (unless exceptional circumstances apply);

   c. The student has obtained a Semester Weighted Average (SWA) greater than 50.0 for the current study period (unless only one unit is attempted in the study period); and

   d. The student's past academic record warrants them being given the opportunity to demonstrate achievement of the learning outcomes.

14.1.4. A maximum of two Supplementary Assessments may be granted to the same student in a study period.

14.1.5. In exceptional cases, taking into account the academic record and circumstances of a student, Supplementary Assessment may be approved by a Board of Examiners where a student has received an overall mark of less than 45%. In any case where a Board of Examiners approves Supplementary Assessment for a student with an overall mark of less than 45%, advice of this decision must be provided to the Academic Registrar by the Board of Examiners within **five working days**.

14.2. Timeframe for Supplementary Assessment

14.2.1. Schools should determine a specific period (generally one week) for Supplementary Assessment for each study period and publish this information in the Unit Outline. Where appropriate this period may occur during Orientation Week of the subsequent semester.

14.2.2. Where the Supplementary Assessment is an examination or similar event it should be held within the period specified in the unit outline.

14.2.3. Students may be required to sit multiple assessments during the Supplementary Assessment period but shall not be made to complete more than two assessments within a 24 hour period and assessments should be scheduled to prevent clashes with other assessments within the Deferred and Supplementary Assessments period.

14.2.4. Where a specific period for Supplementary Assessment has not been published in the unit outline the Supplementary Assessment should be completed within **ten working days** of the Board of Examiners.
14.2.5. The assessment task for which a Supplementary Assessment has been granted should be finalised before the commencement of the next study period.

14.2.6. Where exceptional circumstances exist, such that the Supplementary Assessment cannot be finalised before the commencement of the next study period, the Board of Examiners may permit a student to complete a Supplementary Assessment after the commencement of the next study period but no later than six months from the date of the assessment of the original work. Consideration should be given to reducing the student's study load in that study period.

14.2.7. Any further delay must be approved by the Academic Registrar (or nominee). The Head of School (or nominee) must submit a written request for further delay within six months from the date of the assessment of the original work.

14.2.8. A student with an interim grade of "X" should not be permitted to take a Leave of Absence. Where the circumstances warrant a Leave of Absence, this must be approved by the Academic Registrar (or nominee).

14.3. Advice to Students

14.3.1. Students should be notified of the dates (or week) of Supplementary Assessment in the unit outline.

14.3.2. It is the responsibility of the Chair of the Board of Examiners (or nominee) to ensure that each student is advised of the arrangements for the Supplementary Assessment including the due date and time if the assessment task requires the submission of work, or the date, time and location if the assessment task requires to the student to attend an examination or similar event. This advice must be sent in writing via Official Communication to the student of the decision providing at least three working days' notice. In exceptional circumstances students may be notified prior to the result publication date of a supplementary assessment in order to provide students with at least three working days' notice.

14.3.3. Where approval for Supplementary Assessment is given by the Chair outside of a Board of Examiners meeting (eg in exceptional circumstances after a student has been given a Fail grade), a lesser period of notice may be given if this is necessary to fit in with pre-arranged schedules. An example would be where approval for a Supplementary Assessment is granted the day before the scheduled date of a Supplementary Assessment examination.

14.4. Responsibility of Students to be Available for Supplementary Assessment

14.4.1. It is the responsibility of students to be available to attend or complete the Supplementary Assessment at the notified time.

14.4.2. A student who commits to other arrangements that prevent him or her from completing a Supplementary Assessment despite having been notified that he or she needs to be available at that time is not entitled to another opportunity to complete the Supplementary Assessment (unless in exceptional circumstances - see Assessment Extension, Section 13) and will forfeit the right to the Supplementary Assessment.

14.5. Design of the Supplementary Assessment Task

14.5.1. In general, the Supplementary Assessment task will be the same form of assessment as the original assessment. Where a different form of assessment is warranted it must enable the student to adequately demonstrate achievement of the learning outcomes of the unit.

14.5.2. The Head of School should ensure that the form of the Supplementary Assessment is consistent for all students in the same situation in the same unit.
14.5.3. Where the Supplementary Assessment is an examination:

14.5.3.1. The Supplementary Assessment examination shall normally be of the same duration and format as the original examination.

14.5.3.2. The examination paper must be different from the paper sat by other students in the unit in the study period for which Supplementary Assessment was approved.

14.5.3.3. The School shall be responsible for providing all the required administrative support, appropriate conditions and supervision for a supplementary examination. The School-run examination must be conducted in accordance with the *Regulations for the Conduct of Examinations and Invigilated eTests* outlined in Section 18.

14.5.3.4. If the Supplementary Assessment examination is to be included in the next Centrally Scheduled Examinations period, the School must notify the Examinations Office so that the student can be accommodated in the venue.

14.6. Requirement to Pass Supplementary Assessment to Pass Unit

14.6.1. Unless otherwise specifically stated, a student undertaking a Supplementary Assessment is required to pass the Supplementary Assessment task in order to pass the unit. Unless otherwise specified, a pass in the Supplementary Assessment is a mark of 50% or more.

14.7. Recording a Supplementary Assessment

14.7.1. Once a Supplementary Assessment is granted by the Board of Examiners an interim grade of X is recorded and the original mark remains. For example an F-47 will become X-47.

14.7.2. If a student does not complete the Supplementary Assessment, the interim grade will revert to the original grade and mark. For example an X-47 will revert to F-47.

14.7.3. The result of the Supplementary Assessment should be submitted within three working days of the completion of the assessment.

14.7.4. If the student passes the Supplementary Assessment, the original mark shall remain the same however the grade will be changed to PX (pass after Supplementary Assessment). For example: X-47 to PX-47.

14.7.5. If the student does not pass the Supplementary Assessment, the original mark shall remain the same however the grade will be changed to FX (fail after Supplementary Assessment). For example: X-47 to FX-47.

14.7.6. The natural progression of converting an outstanding Supplementary Assessment grade to a Pass or Fail grade (ie converting X to PX or FX), means that the percentage mark cannot change. For example, a change from X-47 to 5-50 as an outcome of a Supplementary Assessment is not possible.

14.8. Responsibilities of Schools/Regular Review of Outstanding Supplementary Assessments

14.8.1. A Supplementary Assessment interim result must be converted to a final result by no later than the end of the subsequent study period in which the student is enrolled.

14.8.2. The Chair of the Board of Examiners is responsible for the regular review of outstanding Supplementary Assessments that have been granted to ensure that they are all converted to a final result within the required timeframe.
14.9. Supplementary Assessment or Conceded Pass

14.9.1. The circumstances under which Supplementary Assessment or conceded passes may be approved are similar but the choice of which approach to take will depend on the unit, the student's academic record and their point in the course (e.g., a conceded pass may be a more appropriate option in the final study period).
<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Examinations</td>
<td>40</td>
</tr>
<tr>
<td>16</td>
<td>Preparation of Examination Papers</td>
<td>44</td>
</tr>
<tr>
<td>17</td>
<td>Security of Examination Papers</td>
<td>46</td>
</tr>
<tr>
<td>18</td>
<td>Regulations for the Conduct of Examinations and Invigilated eTests</td>
<td>47</td>
</tr>
<tr>
<td>19</td>
<td>Alternative Examination Arrangements</td>
<td>52</td>
</tr>
<tr>
<td>20</td>
<td>Inability to Complete a Final Examination</td>
<td>55</td>
</tr>
<tr>
<td>21</td>
<td>Student Access to Examination Answer Booklets</td>
<td>56</td>
</tr>
<tr>
<td>22</td>
<td>Release of Examination Papers</td>
<td>57</td>
</tr>
</tbody>
</table>
15. Examinations

15.1. Principles

15.1.1. An Examination means a formal, supervised assessment activity used to assess student learning outcomes which comprises at least 30% of the overall mark and which normally takes place at the end of a study period.

15.1.2. The University Standard Examination Periods are the two-week periods specified at the end of each standard semester (Semester 1 and Semester 2 of the Academic Calendar).

15.1.3. Examinations held during the University Standard Examination Periods are Centrally Scheduled Examinations and will be scheduled and managed by the University Examinations Office, provided deadlines for submission of scheduling requirements and examination papers are met.

15.1.4. All other examinations are School Scheduled Examinations with the exception of Open Universities Australia (OUA) examinations which are conducted by OUA Examination Services in Melbourne.

15.1.5. The School is responsible for ensuring compliance with the Regulations for the Conduct of Examinations and Invigilated eTests (Section 18) for School Scheduled examinations.

15.1.6. Scheduling and administrative support for OUA examinations is provided by Curtin Teaching and Learning.

15.2. Conduct of Examinations

15.2.1. All examinations, whether Centrally Scheduled or School Scheduled, must be conducted in accordance with the Regulations for the Conduct of Examinations and Invigilated eTests set out in Section 18.

15.3. Centrally Scheduled Examinations

15.3.1. Students must make themselves available for scheduled examinations.

15.3.2. Examinations may be scheduled on any day or evening during the two week examination period, with the exception of Sundays. The Examiners are required to be in attendance for the commencement of the examination and contactable for the duration of the examination.

15.3.3. Students may be required to sit multiple examinations but shall not be made to take more than two examinations or other assessment activity whether centrally administered or not, in a 24 hour period (based on the commencement time of the assessment).

15.3.4. Examination periods should be dedicated to examination purposes.

15.3.5. Examinations held in non-standard study periods or outside the standard examination period shall be the responsibility of the individual School unless otherwise negotiated with the Examinations Office.

15.3.6. Some students may require alternative arrangements for their examinations (see Alternative Examination Arrangements Section 19).
15.4. Duration of Examinations

15.4.1. Examinations will normally be limited to a maximum of two hours duration. No examination shall be of more than three hours’ duration.

15.4.2. Examinations of more than two hours’ duration must be approved by the relevant Faculty Teaching and Learning Committee.

15.4.3. The examination duration shall be stated in the unit outline.

15.5. Limitation on Examinations

15.5.1. Units should, wherever possible, only have one Centrally Scheduled Examination.

15.5.2. If a unit requires more than one Centrally Scheduled Examination, this must be approved by the relevant Dean of Teaching and Learning and noted by the Faculty Teaching and Learning Committee or equivalent if so authorised.

15.6. Examination Timetable

15.6.1. A draft examination timetable will be produced by the Examinations Office for all Centrally Scheduled Examinations and be published six weeks prior to the examination period. Students have one week to provide feedback to their Schools/Faculties, if necessary.

15.6.2. A final timetable is published four weeks prior to the examination period with venue allocations designated by the student’s family name for examinations that students must attend.

15.6.3. Students undertaking units externally shall be notified of their examination details in writing.

15.6.4. Students will not be sent an individual examination timetable. Each student must consult the timetable for each examination period. Staff will not be responsible for providing individual advice to students on examination times and venues.

15.6.5. Students who fail to attend an examination because they misread the timetable or accept incorrect information on the timetable from another person, are not entitled to sit the examination at another time, and are not entitled to any other concession.

15.6.6. Examiners required to make changes to the final timetable due to exceptional circumstances after it has been published must ensure that all affected students are notified of and can accommodate any new examination arrangements. The Examinations Office must be consulted on all proposed changes to ensure that they can be accommodated in the final timetables.

15.6.7. For school scheduled examinations, students must be advised of the details of the examination (date, time, location) by the School at least three weeks in advance of the examination.

15.7. Examination Clashes or More than two Examinations in a 24 hour period

15.7.1. A student with three or more examinations scheduled on one working day may elect to sit one of the examinations at a time prior to the official scheduled time, upon consultation and approval from their School.

15.7.2. For Centrally Scheduled Examinations, the Examinations Office will facilitate the alternate examination.

15.7.3. If a student finds examination clashes in the draft timetable, they should await the publication of the final examination timetable before reporting these clashes as amendments to the draft timetable may affect the examinations that have clashed.
15.7.4. If a student has an examination clash after the publication of the final timetable, a clash form is to be completed by the student, authorised by the School and forwarded to the Examination Office for appropriate alternative examination arrangements to be made.

15.7.5. The student shall sign a Confidentiality Agreement to ensure confidentiality of the examination paper.

15.7.6. The Examinations Office shall notify the student of their amended timetable and inform the relevant School that an alternative examination has been scheduled.

15.7.7. The deadline for the submission of the authorised clash form to the Examinations Office is two weeks prior to the commencement of the Centrally Scheduled examination period.

15.7.8. For School scheduled examinations, the School will assess and determine requests and reschedule one examination to an alternate day or time, usually earlier than the original examination.

15.7.9. The School will notify the student of their amended timetable and that an alternative examination has been scheduled.

15.8. Responsibilities of Examiners

15.8.1. The unit coordinator will normally be the examiner (assessor) for any centrally scheduled exams for the unit and be assisted by a co-examiner (co-assessor), appointed by the Head of School.

15.8.2. When requesting the examination to be centrally scheduled, the examiner may wish to request a date/time preference for their examination. The Examinations Office will endeavour to meet this request where venues and other student examinations allow.

15.8.3. The examiner is responsible for the format and content of examination papers in accordance with the policy of the subject committee as set out in the unit outline provided to students at the beginning of the study period.

15.8.4. The examiner is responsible for ensuring that the examination paper information sheet is signed by the examiner, co-examiner and the Head of School.

15.8.5. The examination paper and examination paper information sheet are to be hand-delivered to the Examinations Office by the specified deadline.

15.9. Catering for Different Time Zones

15.9.1. Offshore partners may request to hold their examination at a different time to the Bentley timetable. Schools should liaise with these stakeholders prior to submitting examination requests and papers to the Examinations Office.

15.9.2. A different examination paper will be written when the difference between the commencement times of the two examinations exceeds the duration of the examination itself. Time zone differences (if any) must be taken into account when determining the commencement times of the examinations. Refer to examples in Section 16.4.2 Preparation of Examination Papers.

15.10. Finalisation of Results

15.10.1. The grades and marks for students in a unit shall be determined by the examiner, in consultation with the co-examiner, and shall be entered on the result sheet. All such grades and marks shall be consistent with the University Grading System (Refer Section 24). Recommended grades and marks are subsequently ratified by the Board of Examiners.
15.10.2. The result sheets for supplementary assessment (X) and outstanding results (GNS) shall normally be approved by the examiner, co-examiner and Head of School, and submitted for ratification to the Board of Examiners prior to the commencement of the next study period.

15.11. Examinations for External Students

15.11.1. **Students residing within the metropolitan area:** External students residing within 60 kilometres of the Bentley Campus must sit their examinations at the Bentley Campus, unless exceptional circumstances apply due to a disability, or a medical condition that would prevent them travelling to the campus.

15.11.2. **Students residing outside the metropolitan area:** Students outside 60 kilometres of the Bentley Campus will be advised to sit their examinations at a recognised examination centre.

15.11.3. Students residing outside 60 kilometres of a recognised examination centre have the option of:

15.11.3.1. Sitting their examination at Bentley Campus;

15.11.3.2. Nominating a recognised examination centre; or

15.11.3.3. Nominating an appropriate supervisor in accordance with the Conflict of Interest policy (for example a local school, police station etc), and where the individual supervisor is not a partner, relative, close friend or another student.

15.11.4. With the exception of Open Universities Australia (OUA) students, the University will incur the cost of examination supervision for external students. Invigilation costs for OUA undergraduate examinations held within the normal (OUA) examination period are covered by OUA Examination Services in Melbourne. Any costs for examinations held outside these examination periods are covered by the School. All invigilation costs for OUA postgraduate examinations are covered by the School.

15.11.5. The Examinations Office reserves the right to reject any nominated examination venue.

15.11.6. The Examinations Office will inform the supervisor in the nominated venue of the alternative examination conditions which have been determined by the Counselling and Disability Services in consultation with a student with a disability or medical condition.

15.12. School Scheduled Examinations

15.12.1. Students must be advised of the details of the examination (date, time, location) by the School at least **three weeks** in advance of the examination.

15.12.2. School scheduled examinations must not be held during study week.
16. Preparation of Examination Papers

16.1. Responsibility for Examination Papers

16.1.1. The relevant Head of School is responsible for ensuring that examination papers are in accordance with the syllabus for the unit, are clear in meaning and are of reasonable length and of proper standard.

16.1.2. The Head of School is responsible for ensuring that all examination papers are hand-delivered to the Examinations Office by the specified deadline.

16.2. Format of Examination Papers

16.2.1. All examination papers must be of high quality, pedagogically sound and assess the appropriate learning outcomes. Each paper must use the approved Examination Paper Cover Sheet as specified by the Academic Registrar.

16.3. Late Delivery of Papers

16.3.1. Examination papers must be delivered to the Examinations Office by the specified deadline.

16.3.2. If a paper is not delivered by the deadline, the relevant Head of School and Faculty Pro Vice-Chancellor will be notified and the examination will be removed from the Examination timetable.

16.3.3. Alternative arrangements to conduct the examination in accordance with University policy will then be made at the expense of the School.

16.4. Requirement for Separate Papers

16.4.1. Where an examination for the same unit is required to be held at different locations at different times, a separate paper must be prepared.

16.4.2. A different examination paper must be written when the difference between the commencement times of the two examinations exceeds the duration of the examination itself. Time zone differences (if any) must be taken into account when determining the commencement times of the examinations. This is to ensure that the integrity of the examination is not compromised by the communication of information from a student sitting an examination at an earlier time to another student still to sit the examination in another time zone.

Please refer to the examples below on how commencement times and time zones differences can affect the requirement for a different paper.

- For example (A), different commencement times but in the same time zone:

  **Two hour** examination, commencing Bentley 09:00, commencing Hong Kong 10:00- the same paper may be used as the difference between commencement times (one hour) is less than the duration of the examination (two hours).

  **Two hour** examination, commencing Bentley 09:00, commencing Hong Kong 13:00 - a different paper must be used as the difference between commencement times (four hours) is more than the duration of the examination (two hours).
• For example (B), same commencement time but in different time zones:

**Two hour** examination, commencing Bentley 09:00, commencing Sydney 09:00 - the same paper may be used as the time zone difference (**two hours**) is less than or equal to the duration of the examination (**two hours**).

**Two hour** examination, commencing Bentley 09:00, commencing Mauritius 09:00 - a different paper must be used as the time zone difference (**four hours**) exceeds the duration of the examination (**two hours**).
17. Security of Examination Papers

17.1. Security and Confidentiality

17.1.1. Maintaining the integrity of examinations and assessment processes is critical to the University’s operations.

17.1.2. It is essential that the security and confidentiality of examination papers be maintained at all times and that unauthorised access does not occur.

17.1.3. All staff in Faculties and Schools involved in the handling of examination papers are required to be aware of the principles of confidentiality.

17.1.4. It is the responsibility of the relevant Head of School to ensure that appropriate procedures and mechanisms are in place to ensure proper handling and storage of examination papers so that unauthorised access to either electronic or hard copies does not occur. This includes:

a. Computers with examination paper data files must not be left unattended. Examination papers must not be stored on shared drives accessible to unauthorised persons.

b. Examination papers must be printed and photocopied in a secure room. Papers initially held in a School must be kept in a safe, strongroom, or locked metal cabinet or locked cupboard. Only authorised staff should have access to the storage unit.

c. After hours security of data and hard copy examination papers must be implemented.

d. Copies of examination papers must not be emailed other than where encrypted and the process has been approved by the Manager, Examinations. Replacement examination cover sheets may be emailed to the Examinations Office under prior arrangement.

e. Copies of examination papers must not be sent through the University internal mail system under any circumstances.

17.1.5. Where examination papers are required to be sent offshore to partners (or to any other location away from the Bentley Campus), Schools must ensure that access to the papers is properly controlled. Access to examination papers prior to the date and time of the examination should be limited to those staff who are specifically approved to have prior access by the Head of School. This approach is necessary in order to minimise opportunities for unauthorised or inappropriate access and potential disclosure to students.
18. Regulations for the Conduct of Examinations and Invigilated eTests

These regulations apply to the conduct of all examinations, whether Centrally or School Scheduled.

- Requirement to have a valid Curtin Student Identification (ID) Card
- Venue for Examination
- Mobile Phones and other Electronic devices (other than approved calculators)
- Fines and Sanctions
- Commencement of the Examination
- Food and Drink in Examinations Venues
- Approved Examination Aids
- Other Items
- Reading Time
- Reporting of Errors in Examination Papers
- Availability of Examiner and Co-Examiner
- Conduct in the Examination
- Late Arrival/Early Departure from an Examination
- Irregular Practices during an Examination
- Conclusion of the Examination

18.1. Requirement to have a Valid Curtin Student Identification (ID) Card

18.1.1. Other than as provided for below, no student will be permitted to sit an examination without a valid Curtin Student ID card.

18.1.2. Students sitting Centrally Scheduled Examinations at the Bentley campus will NOT be permitted entry to the examination venue without their Curtin Student ID card and will be directed to Student Central to obtain a Curtin Student ID card. Student Central will operate extended opening hours during the Centrally Scheduled examination periods to facilitate this process and provisions will be made for students who are unable to pay for their card at the time of issue.

18.1.3. If the examination is held at a location other than Bentley, a photographic ID such as a driver's licence or passport may be provided as photographic identification until an ID card can be obtained. In these cases the student will be required to complete a student declaration to affirm they are the student enrolled in the unit examined. The examination paper will be forwarded to the School and will identify the student as not having been in possession of their Student ID card during the examination.

NB: Student's will NOT be given additional time to complete the examination as a consequence of losing time while they obtain a replacement ID Card.

18.2. Venue for Examination

18.2.1. Examinations will be conducted in venues that are conducive to the examination process.

18.2.2. Students are required to attend the correct venue for their examination. Information on correct venue splits, based on students' family name, is advised in the final timetable.
18.2.3. Students will be reminded to check that they are in the correct room at the
commencement of every examination. If they do not identify themselves at that time
to the examinations supervisor, they will be in breach of the examination regulations
and therefore guilty of misconduct and subject to the sanctions, including a fine, under
the General Misconduct Rules.

18.2.4. Students will have a right of response and access to normal appeal rights. A sanction,
preventing the student from viewing results or graduating would generally be placed
on the student's record until the fine is paid.

Note: Attendance at the correct venue is important for several reasons. Attendance at the incorrect venue
can result in inadequate seats being available for the students that are supposed to be to be at that venue.
It has also been shown that some students deliberately attend the wrong venue in order to be with friends.
This creates a higher exposure to potential collusion.

18.3. Mobile Phones and Other Electronic Devices (Other than Approved Calculators)

18.3.1. Students are permitted to bring their mobile phone and/or electronic device into an
examination venue only under the following strict conditions:

- The phone and/or device must be switched off.
- The student must bring to the venue a bag (or handbag) that is able to be closed
  by way of a zipper, buckle or drawstring.
- The phone and/or device must be placed in a closed compartment of the bag and
  the bag placed on the floor under the student's desk between the student's feet.
- The bag must not be accessed at any time during the examination without
  permission from an examination supervisor.

18.3.2. If a student has brought their mobile phone and/or electronic device to an examination
venue and does not have a compliant bag to place their phone and/or device in, the
phone and/or device must be placed face down on the floor under the student's desk
between the student's feet. The phone and/or device must not be touched again by
the student without permission from an examination supervisor. This will only be given
once the student's examination paper has been collected.

18.4. Fines and Sanctions

18.4.1. The Examinations Office will manage the processes concerned with the imposition
and removal of sanctions from students’ records. Students will be informed by an
Official Communication about their breach of examination regulations and any fine that
is applied. The Official Communication will provide information about payment of the
fine. Schools will be informed by email of students who have been found in breach of
the examination regulations.

18.4.2. Fines for a breach of examinations regulations are imposed according to the Curtin

18.5. Commencement of the Examination

18.5.1. Students shall be permitted entry to the examination room five minutes prior to the
time of commencement upon instruction from the examination supervisor.

18.5.2. Students may complete the cover page of the answer book and the attendance card
but must not otherwise make notes or write in the examination answer book until
advised by the supervisor.

18.5.3. In all examinations, the Student Identification Card must be placed on the desk where
it may be clearly seen by supervisors.

18.5.4. If for any reason an examination commences late the students shall not be
disadvantaged. The full reading time and duration shall not be reduced.

18.5.5. If, for some reason, the examination is delayed or interrupted for more than 45
minutes, then the examination may be re-scheduled at the discretion of the Manager,
Examinations (Centrally Scheduled Examination) or Head of School (School
Scheduled Examination).
18.6. Food and Drink in Examinations Venues

18.6.1. No food or drink, other than water, is to be brought into the venue or consumed without the permission of the supervisor.

18.7. Approved Examination Aids

18.7.1. The use of any examination aids (eg calculators) will be noted on the examination paper. Only authorised materials and aids that are specified on the examination paper may be brought into the venue.

18.7.2. Where an examination aid has been authorised, it is the responsibility of the examiner and not the supervisor-in-charge to validate its appropriateness eg model of calculator, type of notations in books.

18.7.3. If unauthorised material is found in the possession of a student during an examination, they may face disciplinary action. In possession means on the desk or writing surface, in or on their clothing, on their body or in their hand, or in any other location specifically prohibited.

18.7.4. Dictionaries are not approved examination aids and are therefore not permitted in any examination.

18.8. Other Items

18.8.1. All hats and caps are to be removed and placed in bags.

18.8.2. Unless otherwise directed by the supervisor, all unauthorised materials (eg personal items, wallets, textbooks, notes), must be placed in a bag that can be closed (all openings have zippers; a drawstring bag). The closed bag is to be placed on the floor under the student's desk between the student's feet. The student must not access the contents of the bag at any time during the examination.

18.9. Reading Time

18.9.1. There is a mandatory ten-minute reading time for each examination in addition to the duration of the examination.

18.9.2. The reading time is to enable students to think, plan and organise their response to the examination paper.

18.9.3. During reading time a student may make notes or highlight text, as directed on the front cover of the examination paper.

18.10. Reporting of Errors in Examination Papers

18.10.1. If a student thinks there is an error or omission in the examination paper, they can bring this to the attention of the supervisor, who will contact the Examinations Office for clarification. No ruling regarding the examination question shall be given by the supervisor. All reasonable efforts will be made to contact the examiner.

18.11. Availability of Examiner and Co-Examiner

18.11.1. The examiner and/or co-examiner must be contactable for the duration of the Examination. Examiners should be present during the reading time in examinations for student queries on the paper and to validate the appropriateness of calculators, notes and textbooks.

18.11.2. Verification of the appropriateness of calculators, notes and textbooks will not be undertaken by examination supervisors under any circumstances.

18.11.3. Examiners must provide their staff identification card to identify themselves to the examination supervisors at the venue and when collecting completed examination papers.

18.11.4. The examiner is responsible for arranging the collection of the examination answer books/papers from the Examinations Office or the venue as soon as possible after the completion of the examination. If papers are not collected, the Examinations Office will deliver to the School usually within 24 hours of the completion of the examination.
18.12. Conduct in the Examination

18.12.1. Students must adhere the supervisor's instructions throughout the examination.

18.12.2. Students requiring an examination supervisor's attention should seek the supervisors' attention non-verbally until attended.

18.12.3. During an examination a candidate will not:

   18.12.3.1. Communicate with any other student;
   18.12.3.2. By any improper means obtain, or endeavour to obtain, assistance in their work;
   18.12.3.3. Give, or endeavour to give, assistance to any other students;
   18.12.3.4. Commit any breach of good order; or
   18.12.3.5. Behave in such a manner as to disturb other students or the proper conduct of the examination.

18.13. Late Arrival/Early Departure from an Examination

18.13.1. No student will:

   18.13.1.1. Be admitted to the room after the first hour has expired;
   18.13.1.2. Leave the room until one hour of the examination has expired;
   18.13.1.3. Leave the room during the last fifteen minutes of the examination; or
   18.13.1.4. Be re-admitted to the examination room after they have left unless, during the full period of their absence, they have been under approved supervision.

18.13.2. Students arriving late to the examination venue for any reason are not granted additional time to complete the examination.


18.14.1. Irregular practices by a student in an examination may result in one or more of the following immediate actions:

   18.14.1.1. Unauthorised materials being confiscated for the duration of the examination;
   18.14.1.2. Being allowed to continue the examination but required to remain for discussion after the examination; or

18.14.2. Subsequent to the examination, the matter must be dealt with as alleged academic misconduct. Refer to the Academic Misconduct Rules for process and penalties.

18.14.3. The student shall be given the opportunity to submit in writing an explanation as to why the alleged irregular practices were undertaken.

18.14.4. The student shall be reminded of the availability of the Counselling and Disability Services and Integrity and Standards Unit.

18.14.5. Immediately the examination is over, a full written account of the incident will be submitted and wherever possible a witness attesting to the accuracy of the account shall be provided. Unauthorised material will be confiscated (excluding mobile phones) and any additional evidence as required to substantiate the account shall be collected and included in the report. The report, along with the student’s examination paper and answer booklet must be forwarded to the Manager, Examinations by the examination supervisor. Mobile phones will be returned to the student once the necessary evidence has been collected.

18.14.6. The report, together with the examination answer book(s), shall then be submitted to the relevant Authorised Officer of the relevant School by the Manager, Examinations in the case of Centrally Scheduled Examinations, or the examiner in the case of
School Scheduled Examinations. The Authorised Officer will follow the procedures for academic misconduct outlined in Statute No. 10 - Student Disciplinary Statute and associated Rules.

18.15. Conclusion of the Examination

18.15.1. Students must hand in an examination answer book with their name written on it even if the student has not attempted any section of the examination.

18.15.2. Where a student has been provided with additional examination answer books, all examination answer books must be handed in at the conclusion of the examination.

18.15.3. At the conclusion of the examination, all students must remain seated until all answer books and attendance cards have been collected and counted.

18.15.4. Students may not leave the examination venue until advised by the supervisor.

Further Information

For further information see Statute No. 10 – Student Disciplinary Statute and associated Rules.

- Academic Misconduct Rules
- General Misconduct Rules
19. Alternative Examination Arrangements

19.1. Alternative Examination Arrangements

19.1.1. Students will be provided with the opportunity to identify clashes and situations of extreme hardship or equity grounds that may be considered for a timetable change. Students who have been identified as “Elite Athletes” by both the University and by a professional sports organisation may also be given consideration for changes to their examination timetable.

19.1.2. In a situation of extreme hardship students shall contact their relevant Schools and unit coordinators. The School may request a timetable change to the Examinations Office within one week after the draft examination timetable has been published.

19.1.3. In a situation of equity grounds, students must contact Counselling and Disability Services to seek approval and determination of appropriate reasonable adjustments.

19.1.4. A student is entitled to sit an alternative examination when a student has:
   a. More than two examinations scheduled in a 24 hour period, or
   b. Two examinations running at the same time (in part or in full), or
   c. A disability/medical condition.

19.1.5. Students with examination clashes or more than two examinations in a 24 hour period should refer to Examinations Section 15.

19.2. Examinations for Students with a Disability/Medical Condition

19.2.1. Equity examinations are facilitated each semester for students who have a disability/medical condition that would disadvantage them should they sit the examination in standard conditions.

19.2.2. A notice for students who require alternative examination arrangements shall be displayed with the draft and final examination timetable for Centrally Scheduled examinations.

19.2.3. There will be two Centrally Scheduled equity examination sessions per day throughout the standard examination period.

19.2.4. If a student sits an equity examination with a specific condition that varies from the scheduled examination timetable, that student shall sign a Statutory Declaration to ensure confidentiality of the examination paper.

19.2.5. The Examinations Office will send an amended final examination timetable to students sitting alternative examinations.

19.2.6. The Examinations Office will inform the appropriate unit coordinator that the student is sitting the examination under alternative arrangement conditions.

19.2.7. A student with a disability or medical condition must apply, each semester, for alternative examinations or other assessment arrangements.

19.2.8. Alternative examination arrangements for Centrally Scheduled examinations must, unless in exceptional circumstances, be completed three weeks prior to the commencement of the formal examination period.
19.2.9. Alternative examinations or other assessment arrangements for school scheduled assessments must, unless in exceptional circumstances, be completed **two weeks** prior to the assessment.

19.2.10. It is the responsibility of the student to ensure that arrangements have been made prior to the deadline.

19.2.11. Counselling and Disability Services, in consultation with the student with a disability or medical condition, will determine the appropriate reasonable adjustments for both centrally and school scheduled examinations. This is done by individual appointment at the Counselling and Disability Services. At the meeting with the Disability Advisor, students are required to provide medical documentation to substantiate their condition.

19.2.12. When a request is supported, Counselling and Disability Services will:

   a. Forward the appropriate request form to the Examinations Office, or

   b. Provide the student with a Curtin Access Plan, detailing alternative examination arrangements, for the student to take to the unit coordinator (if the examination is school scheduled). The School/department will be responsible for providing the venue, appropriate conditions and supervision for school scheduled examinations.

### 19.3. Examinations for Students identified as “Elite Athletes”

19.3.1. Under the Elite Athletes Friendly University Program, of which the University is a recognised participant, students that have been suitably identified as “Elite Athletes” may be allowed alternative assessment and examination arrangements.

19.3.2. The Recreation Services Manager shall act as an authorised body on behalf of the students to request alternative examination arrangements.

19.3.3. As a general rule, a nominated contact at Recreation Services shall assess the request of a student for alternative examination arrangements, based on:

   a. Formal recognition of the student as an “Elite Athlete”;

   b. Official documentation produced by the student in relation to their sporting responsibilities and why alternative arrangements are required; and

   c. An interview with the student.

19.3.4. Acting on the formal request by Recreation Services, the relevant School shall attempt to accommodate the request and may award the student the opportunity to sit their examination on campus at a date alternate to the scheduled timetable; and/or to sit the examination off campus, whichever is deemed appropriate to the needs of the individual student.

19.3.5. If a student sits an alternative examination on a date and time that varies from the scheduled examination timetable, the student shall sign a Confidentiality Agreement to ensure confidentiality of the examination paper.

19.3.6. Where the date of the alternative examination falls within the formal examination period for the semester, the Examinations Office will organise and coordinate the administrative process for the examination.

19.3.7. Where the date of the alternative examination falls outside of the formal examination period for the semester, the School will organise and coordinate the administrative process for the examination.
19.3.8. In cases where the student may also require equity arrangements, they will be referred to Counselling and Disability Services by Recreation Services. The Examinations Office or the School will then organise and coordinate the administrative process for the examination as recommended by Counselling and Disability Services.
20. Inability to Complete a Final Examination

20.1. Where a student has attempted to sit a final examination in a unit but has not been able to complete the examination or perform as expected due to illness or some other valid reason, the student may apply for an Assessment Extension.

20.2. This may also apply to a student with a good academic record who has in good faith attempted to sit the examination but has found this impossible and as a consequence, failed the examination or obtained results clearly below the standard that would have been expected.

20.3. This will enable the fail mark in the examination to be discarded and replaced with the result of the second examination.

20.4. In considering whether to approve an Assessment Extension in these circumstances, consideration will generally only be given to students who:

   a. Do not remain in the examination venue for the full duration;
   
   b. Do not complete the examination paper; or
   
   c. Report to the examination supervisor and have their departure from the venue noted, including time of departure and reason for inability to continue.

20.5. The report of the examination supervisor will be taken into account when assessing whether to approve an Assessment Extension.

20.6. Other factors to be taken into account are:

   a. The student's academic record up to this point; and/or
   
   b. Any previous instances of applying for an Assessment Extension in similar circumstances

20.7. In all cases, care should be taken to prevent any student from obtaining an unfair advantage over other students by virtue of the availability of having a second examination.

20.8. Students with a record of repeated applications for Assessment Extensions should receive appropriate academic counselling and may be refused further approvals.
21. Student Access to Examination Answer Booklets

21.1. Access to Examination Answer Booklets by Students

21.1.1. During the retention period, students have the right of access to their examination answer booklet(s) on formal request, in writing, to the Head of School.

21.1.2. However, examiners (e.g., unit coordinators) are able to provide students with access to their examination booklet(s) at any time without a formal request. Answer booklets should be returned to an appropriate location to facilitate this.

21.1.3. A staff member shall be present in all cases when a student is provided with access to their examination answer booklet(s).

21.1.4. Students must not be permitted to remove examination answer booklets from the location at which supervised access is provided. The examination answer booklets must remain in the possession of a staff member at all times.

21.1.5. For students who reside remotely from the campus (e.g., external students), the examination centre at which the students attended the examination, is to be contacted and requested to allow the student to view the examination answer booklet under supervision.

21.1.6. Subsequent to the centre's approval, the examination answer booklet is to be photocopied. The examination booklet copy is to be faxed or scanned and emailed to the examination centre. The centre is requested to delete the email and destroy the printed examination booklet copy after review by the student.

21.2. Retention and Disposal of Examination Answer Booklets

21.2.1. In accordance with the University Retention and Disposal Authority, examination answer books must be retained within the School for a minimum of 12 months after the examination.

21.2.2. Curtin Singapore examination booklets must be retained for a period of five years under EduTrust regulations (The EduTrust certification scheme is a voluntary certification scheme administered by the Council for Private Education for private education institutions in Singapore).

21.2.3. After this period has elapsed, examination answer books should be destroyed in accordance with the University's information disposal procedures (see http://uim.curtin.edu.au/local/docs/DisposalOfRecords.pdf).

21.3. Retention and Disposal of Examination Attendance Cards

21.3.1. In accordance with the University Retention and Disposal Authority, examination attendance cards must be kept for at least three months after the closing date of the examination appeal date.

21.3.2. The destruction date is therefore 16 weeks after the result publication date of the study period.

21.3.3. After this period has elapsed, examination attendance cards should be destroyed in accordance with the University’s information disposal procedures (see http://uim.curtin.edu.au/local/docs/DisposalOfRecords.pdf).
22. Release of Examination Papers

22.1. Releasing Examination Papers

22.1.1. The release of an examination paper involves lodging copies of past examination papers with the University Library for digitising. Past examination papers may be released by Faculties or the Examinations Office.

22.1.2. Past examination papers will be digitised and made available to students via the University Library website. However, where there is a sound educational reason for not releasing a past examination paper a sample of assessment questions will be provided by the unit coordinator as an alternative. The University Library will not be responsible for obtaining examination or sample papers.

22.1.3. Access to past examination papers will only be available to current students and staff via the University Library website.

22.1.4. Additional assessment examples may be provided through the University's learning management system and include a link to the University Library past examinations papers.

22.2. Procedures

22.2.1. Examination papers are developed by the teaching area and forwarded to the Examinations Office in accordance with the Examinations Office procedure.

22.2.2. If a course or unit coordinator deems that the examination paper should not be released after the examination, notification is required on the Examination Information Sheet in order that the examination is not provided to the University Library for digitising. A sample examination paper is then forwarded directly to the University Library for digitising at the end of the examination period by the unit coordinator.

22.2.3. In determining circumstances in which examination papers may be deemed inappropriate to release are that:

a. There is limited scope for developing questions in the content area;

b. The optimal assessment method to meet the learning outcomes limits the scope for questions; or

c. The questions are developed over an extended time period.

d. On completion of the examination period the Examinations Office will forward the examination papers to the University Library unless advised that a sample examination paper is to be provided.

e. The University Library will maintain the Past Examination Papers database and will retain papers for a period of five years.

f. If, for any reason a past examination paper needs to be removed from the database as it becomes misleading or confusing for students, a request to remove the paper may be submitted to the University Librarian.

Further Information

The link for students to access Past Examination Papers and for use from the Blackboard site is http://apps.library.curtin.edu.au/exampapers/
<table>
<thead>
<tr>
<th></th>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.</td>
<td>Board of Examiners</td>
<td>59</td>
</tr>
<tr>
<td>24.</td>
<td>University Grading System</td>
<td>61</td>
</tr>
<tr>
<td>25.</td>
<td>Calculation of SWA and CWA</td>
<td>66</td>
</tr>
<tr>
<td>26.</td>
<td>Conceded Pass</td>
<td>68</td>
</tr>
<tr>
<td>27.</td>
<td>Academic Status</td>
<td>69</td>
</tr>
<tr>
<td>28.</td>
<td>Conditional Status</td>
<td>70</td>
</tr>
<tr>
<td>29.</td>
<td>Termination from Course</td>
<td>71</td>
</tr>
<tr>
<td>30.</td>
<td>Course Switching Following Termination</td>
<td>73</td>
</tr>
<tr>
<td>31.</td>
<td>Future Re-Admission to the Same Course Following Termination</td>
<td>75</td>
</tr>
<tr>
<td>32.</td>
<td>Responsibility for Academic Results</td>
<td>76</td>
</tr>
<tr>
<td>33.</td>
<td>Academic Transcript</td>
<td>78</td>
</tr>
<tr>
<td>34.</td>
<td>Final Results to Students</td>
<td>81</td>
</tr>
<tr>
<td>35.</td>
<td>Satisfactory Course Progress</td>
<td>82</td>
</tr>
</tbody>
</table>
23. Board of Examiners

A Board of Examiners (committee) will be constituted for each award course to ensure that the assessment and determination of performance for each student enrolled in that course is conducted in a fair and equitable manner. The Board of Examiners must meet at the end of each study period.

23.1. Board of Examiners Responsibilities

The Board of Examiners is responsible for:

23.1.1. Ratification of final results;

23.1.2. Determination of each student's academic status;

23.1.3. Approval of;
   a. Assessment extension if required;
   b. Conversion of Deferred assessment interim grades;
   c. Supplementary assessment; and
   d. Conceded passes.

23.1.4. Determination of;
   a. Awards with distinction; and
   b. Awards with honours and the level of honours.

23.1.5. Review of the ratification of results and identification of trends where statistics suggest areas of concern and/or scope for development.

23.2. Composition of the Board of Examiners

23.2.1. The Chair of the Board of Examiners will be the Head of School or nominee.

23.2.2. For double degree courses, the owning organisational unit/School of the course is responsible for convening the Board of Examiners and will consider the academic results and decisions on academic status for all students enrolled in the Double Degree course.

23.2.3. Members will be as determined by the Chair of the Board of Examiners. Appropriate members should include course coordinators, unit coordinators and/or teaching staff of units that comprise part of the course (including where applicable, unit coordinators and/or teaching staff from other Schools for service taught units and double degree courses).

23.2.4. Nominated unit and course coordinators are required to attend the Board of Examiners to provide an analysis of results and academic advice on the student progress as required by the Chair.
23.3. Powers of Chair after Meetings

23.3.1. After a Board of Examiners has met, the Chair is responsible for reconvening the Board at such time(s) as considered necessary to finalise outstanding matters that are the responsibility of the Board.

23.3.2. Where outstanding matters are not considered sufficient to warrant re-convening the Board of Examiners, the Chair may carry out all functions and make all decisions of a Board of Examiners without re-convening the Board.

23.3.3. In determining the Academic Status of students who have been granted approval for a deferred or supplementary assessment, this decision must be made as soon as possible after the assessment is complete and a recommended final result for the student in the unit is known.

23.4. Record of Decisions

23.4.1. The collation sheets, duly authorised by the Chair of the Board of Examiners, will represent the official record of the decisions taken in respect of the student at the meeting of the Board of Examiners.

23.4.2. The rationale for the decision taken by the Board of Examiners will be recorded on, or form part of, the collation sheets.

23.4.3. The written authorisation for change of academic status or change of results will constitute the official record of decisions taken by the Chair.

23.5. Post Publication Variation of Results

23.5.1. Where a student's result is varied after official results publication, the student will be informed of the decision by the owning organisational unit/school.

23.5.2. Where the variation is a reduction in marks, the student will be notified in writing and provided with an explanation of the reason for the change.

23.6. Composition of the Board of Examiners - Non Award Courses

23.6.1. Where a student is enrolled in a unit on a non-award basis but has been assessed and can be given a result, the results for that student must be ratified by the Board of Examiners in the owning organisation unit/school in which the student is enrolled. The circumstances under which students may be enrolled in units on a non-award basis include:

   a. Not-for-Degree enrolment;
   b. Inbound cross institutional enrolment;
   c. Inbound international study exchange or study abroad enrolment; or
   d. Enrolment in units being service taught by Curtin for another institution.

23.6.2. Where it is not practical to have results for non-award students determined and ratified by a School-based Board of Examiners, a Non-Award Board of Examiners may be convened by the Manager, Examinations. The Manager, Examinations will be the Chair and members shall comprise unit coordinators and/or teaching staff of units in which the students are enrolled in.
24. University Grading System

24.1. Curtin Grading System

24.1.1. Under the Curtin University Grading system, units are classified as either pass/fail or grade/mark.

24.1.2. For pass/fail units there is no mark recorded.

24.1.3. For grade/mark units, the mark is from the scale 0-100.

24.1.4. The result type (either pass/fail or grade/mark) must be specified at the time the unit is initially approved.

24.1.5. The result type may only be changed in accordance with the University Course Approval Process.

24.2. Pass/Fail Units – Final Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Pass</td>
<td>Student has passed a unit classified as a Pass/Fail unit.</td>
</tr>
<tr>
<td>FAIL</td>
<td>Fail</td>
<td>Student has failed a unit classified as a Pass/Fail unit.</td>
</tr>
<tr>
<td>PC</td>
<td>Conceded Pass</td>
<td>The Board of Examiners has conceded a pass for the unit even though the student’s percentage mark is less than the deemed pass mark for the unit indicating that the student has not achieved all of the learning outcomes.</td>
</tr>
<tr>
<td>PX</td>
<td>Pass After Supplementary Assessment</td>
<td>Student has passed the unit following a Supplementary Assessment. PX shall replace the previously recorded X.</td>
</tr>
<tr>
<td>FX</td>
<td>Fail After Supplementary Assessment</td>
<td>Student has failed the unit following a Supplementary Assessment. FX shall replace the previously recorded X.</td>
</tr>
<tr>
<td>F-IN</td>
<td>Fail – Incomplete/Insufficient Assessment</td>
<td>May be used as an alternative to FAIL at the discretion of the Board of Examiners where a student has not completed or submitted all required assessable work for the unit.</td>
</tr>
<tr>
<td>ANN</td>
<td>Result Annulled Due to Academic Misconduct</td>
<td>Student has been found guilty of academic misconduct and a penalty of an ANN grade has been imposed.</td>
</tr>
</tbody>
</table>
24.3. Grade/Mark Units – Final Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark (Range)</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100</td>
<td></td>
<td>Student has passed a unit classified as a grade/mark unit and achieved a percentage mark in the range specified without Supplementary Assessment or without a pass having been conceded.</td>
</tr>
<tr>
<td>9</td>
<td>90 -99</td>
<td></td>
<td>As above</td>
</tr>
<tr>
<td>8</td>
<td>80 – 89</td>
<td></td>
<td>As above</td>
</tr>
<tr>
<td>7</td>
<td>70 – 79</td>
<td></td>
<td>As above</td>
</tr>
<tr>
<td>6</td>
<td>60 – 69</td>
<td></td>
<td>As above</td>
</tr>
<tr>
<td>5</td>
<td>50 – 59</td>
<td></td>
<td>As above</td>
</tr>
<tr>
<td>F</td>
<td>0 – 99</td>
<td></td>
<td>Student has failed a unit classified as a grade/mark unit</td>
</tr>
<tr>
<td>PC</td>
<td>0-100</td>
<td>Conceded Pass</td>
<td>The Board of Examiners has conceded a pass for the unit even though the student has not achieved all of the learning outcomes. The originally assigned mark shall not be changed.</td>
</tr>
<tr>
<td>PX</td>
<td>0-100</td>
<td>Pass After Supplementary Assessment</td>
<td>Student has passed the unit following a Supplementary Assessment. PX shall replace the previously recorded X and the mark will remain the same as that originally recorded.</td>
</tr>
<tr>
<td>FX</td>
<td>0-100</td>
<td>Fail After Supplementary Assessment</td>
<td>Student has failed the unit following a Supplementary Assessment. FX shall replace the previously recorded X and the percentage mark will remain the same as that originally recorded.</td>
</tr>
<tr>
<td>F-IN</td>
<td>0-99</td>
<td>Fail – Incomplete/Insufficient Assessment</td>
<td>May be used as an alternative to F at the discretion of the Board of Examiners where a student has not completed or submitted all required assessable work for the unit.</td>
</tr>
<tr>
<td>ANN</td>
<td>0</td>
<td>Result Annulled Due to Academic Misconduct</td>
<td>Student has been found guilty of academic misconduct and a penalty of an ANN grade has been imposed.</td>
</tr>
</tbody>
</table>
### 24.4. Interim Grades (used for both Pass/Fail and Grade/Mark units)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNS</td>
<td>Grade Not Submitted</td>
<td>A result in a unit is not available to the Board of Examiners because marking is not complete. A GNS is an interim grade and must be converted to a final grade within one month after the Board of Examiners. Any extension must be approved by the Academic Registrar (or nominee).</td>
</tr>
<tr>
<td>X</td>
<td>Outstanding Supplementary Assessment</td>
<td>Student, who otherwise would be awarded a grade of F or FAIL, is granted a Supplementary Assessment by a Board of Examiners. Once the supplementary assessment is completed, the student shall be awarded a grade of either PX (Pass After Supplementary Assessment) or FX (Fail After Supplementary Assessment). In both cases, for grade/mark units the original mark shall be retained. An X grade must be converted to a final result by no later than the end of the next study period that the student would normally enrol in. Any extension must be approved by the Academic Registrar (or nominee).</td>
</tr>
<tr>
<td>DA</td>
<td>Deferred Assessment</td>
<td>Where an assessment task within a unit of study is approved to be done at a later date, but not later than the end of the next study period that the student would normally enrol in. A DA grade must be converted to a final result by no later than the end of the next study period that the student would normally enrol in. Any extension must be approved by the Academic Registrar (or nominee).</td>
</tr>
<tr>
<td>OA</td>
<td>Ongoing Assessment</td>
<td>This interim grade may be used where assessment tasks and assessment for a unit cover more than one study period (the study period of enrolment and the subsequent study period of enrolment). The OA grade may be used as an interim (holding) grade until the assessment tasks and assessment are completed for both study periods. An OA grade must be converted to a final result by no later than the end of the next study period that the student would normally enrol in. Any extension must be approved by the Academic Registrar (or nominee).</td>
</tr>
</tbody>
</table>
24.5. Universities Australia Standard Grade Descriptors

24.5.1. Universities Australia (previously AVCC) standard grade descriptors shall not be used for reporting results on the Academic Transcript.

24.5.2. The Academic Transcript shall include a legend to allow a conversion from the University grade to the equivalent Universities Australia descriptor.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Mark</th>
<th>Equivalent UA Descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100</td>
<td>High Distinction</td>
</tr>
<tr>
<td>9</td>
<td>90 – 99</td>
<td>High Distinction</td>
</tr>
<tr>
<td>8</td>
<td>80 – 89</td>
<td>High Distinction</td>
</tr>
<tr>
<td>7</td>
<td>70 – 79</td>
<td>Distinction</td>
</tr>
<tr>
<td>6</td>
<td>60 – 69</td>
<td>Credit</td>
</tr>
<tr>
<td>5</td>
<td>50 – 59</td>
<td>Pass</td>
</tr>
<tr>
<td>F</td>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

24.6. Discontinued Grades (effective 1 January 2007)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Deferred Assessment</td>
</tr>
<tr>
<td>DNA</td>
<td>Did Not Attend</td>
</tr>
<tr>
<td>DNC</td>
<td>Did Not Complete</td>
</tr>
<tr>
<td>OR</td>
<td>Ongoing Research</td>
</tr>
<tr>
<td>PA</td>
<td>Pass Grade for Pass/Fail Unit</td>
</tr>
</tbody>
</table>

24.7. Unit Withdrawal

24.7.1. A withdrawal from a unit after a census date shall be recorded on the Academic Transcript as a “WD”.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>WD</td>
<td>Withdrawal</td>
</tr>
</tbody>
</table>

24.7.2. The WD shall remain on the Academic Transcript irrespective of whether a fee refund or remission of debt is approved.

24.7.3. Up until 1 January 2007, a withdrawal from a unit after a census date was recorded on the Academic Transcript as either a “W” or a “WD”.
24.8. F-IN Fail – Incomplete/Insufficient Assessment

24.8.1. The F-IN grade (Fail as a consequence of incomplete or insufficient assessment) is a Fail grade but may be used in lieu of a normal FAIL or F:00 grade to show that the reason the student has failed is due to non-completion of a significant or compulsory assessment task.

24.8.2. Examples of where an F-IN may be appropriate are:

a. Failure by a student to complete all compulsory assessment tasks. For example if a student MUST complete certain assessment tasks (or all assessment tasks) in order to pass a unit (irrespective of their mark they obtain on the assessment tasks they complete), and the only reason for the unit fail is that they did not complete that assessment task or tasks, then awarding an F-IN in lieu of a FAIL or F:00 may be appropriate.

b. Failure by a student to sit a final examination where that examination is worth a significant proportion of the final mark and the failure to sit the examination is considered the reason for the unit fail.

If however, it is considered that the student would not have passed the unit even if he or she had sat the examination, it would NOT be appropriate to award an F-IN. A FAIL or F:00 should be awarded instead. An example would be where the student would have to obtain a mark in the examination significantly higher than their past results would indicate was likely.

The intent of the F-IN grade is to indicate that the student has failed as a consequence of not completing all assessment tasks rather than as a consequence of actual marks obtained.

It is therefore important not to use the F-IN grade in circumstances where a student has attempted sufficient assessment tasks to enable successful completion of the unit.

24.9. ANN Grades (Result Annulled Due to Academic Misconduct)

24.9.1. An ANN grade shall remain on the student’s academic record for a minimum period of 12 months after the student ceases study at Curtin University. After this period, a student may apply to the Academic Registrar to have the ANN grade converted to a FAIL (Pass/Fail units) or an F:0 (grade/mark units).

24.9.2. The application to have the ANN grade converted to a FAIL or (F:0) must be in writing and provide an explanation of the circumstances of the original offence and justification for converting the ANN grade.

24.9.3. The Academic Registrar shall take into account the views of the relevant Head of School in making a decision whether to convert the ANN to a FAIL or F:0. In deciding whether to approve the conversion of an ANN grade to a FAIL or F:0, the Academic Registrar may take into account any relevant factors including:

a. The circumstances of the original offence and the level of seriousness of the academic misconduct that led to the imposition of the ANN grade or grades;

b. Whether the student was found guilty of more than one instance of academic misconduct; or

c. The period of time that has elapsed since the ANN grade or grades were imposed.

24.9.4. The Academic Registrar may refuse to convert an ANN grade to a FAIL or F:0 where a student has been found guilty of more than one instance of academic misconduct or where the offence was of such magnitude that conversion to a FAIL or F:0 is considered inappropriate.
25. **Calculation of SWA and CWA**

25.1. **Semester and Course Weighted Average**

25.1.1. A **Semester Weighted Average (SWA)** is a calculation of a student's weighted average percentage mark for all grade/mark units in which the student is enrolled in any one study period. The term Semester Weighted Average is used even if the study period is not a semester (for example, Trimester).

25.1.2. A **Course Weighted Average (CWA)** is a calculation of a student's weighted average percentage mark for all grade/mark units in which the student is enrolled in a course, including units credited as Automatic Credit or Designated Credit. The calculation (weighting) is based on the percentage mark and the credit value of the unit. See example of calculating a SWA or CWA on the next page.

25.1.3. The SWA and CWA are automatically calculated by the student records system (Student One).

25.2. **Calculation of Semester Weighted Average (SWA)**

25.2.1. Calculation of the SWA includes:

   a. Marks for any grade/mark unit (including units that are Failed);
   b. Marks (if any) for any unit with a result of F-IN (Fail - Incomplete/Insufficient Assessment); and
   c. Zero marks (0) for any grade/mark unit with a result of ANN (Result Annulled due to Academic Misconduct).

25.3. **Calculation of Course Weighted Average (CWA)**

25.3.1. Calculation of the CWA includes:

   a. Marks for any grade/mark unit credited towards the course as Automatic Credit or Designated Credit;
   b. Marks for any grade/mark unit (including units that are Failed);
   c. Marks (if any) for any unit with a result of F-IN (Fail - Incomplete/Insufficient Assessment);
   d. Zero marks (0) for any grade/mark unit with a result of ANN (Result Annulled due to Academic Misconduct).

25.4. **Exclusions from Calculation of SWA and CWA**

25.4.1. Exclusions include:

   a. Pass/Fail Units;
   b. Units recorded as a Withdrawal (WD);
   c. Units with a Deferred Assessment interim result (DA);
   d. Units with an Ongoing Assessment (OA) interim result.
25.5. Grade Point Average (GPA)

25.5.1. Curtin University does not use or calculate a Grade Point Average (GPA). However, under the Curtin University Grading system, a CWA of 0.00 is the minimum, a CWA of 50.00 is the mid-point and a CWA of 100.00 is the maximum, and this scale may be used to calculate an equivalent GPA.
26. Conceded Pass

26.1. Conceded Pass

26.1.1. A Conceded Pass in a unit may be approved by a Board of Examiners where:

a. The student has attempted all required assessment tasks for a unit (including any final examination, if applicable); and

b. The student has an overall mark of less than 50, but in the opinion of the unit coordinator has achieved the unit learning outcomes; and

c. The Board of Examiners believes that taking into account a student's academic record, personal circumstances and point in the course, allowing the student to complete the unit with a Conceded Pass is warranted.

26.1.2. A Conceded Pass may be particularly appropriate for a student with a good academic record in their final study period.

26.2. Restrictions on Granting Conceded Passes

26.2.1. Other than where exceptional circumstances exist:

a. A student may not be granted a Conceded Pass with a mark of less than 45.

b. A student may not be granted more than one Conceded Pass in any one study period.

26.2.2. Under no circumstances may a student be granted a Conceded Pass with a mark of less than 40.

26.2.3. Individual Schools may choose to place additional restrictions on approval of Conceded Passes. For example, limiting the number that may be granted to less than outlined above or restricting Conceded Passes to the final study period or to undergraduate students only.

26.2.4. Where the student is progressing to a higher award it is not recommended that a Conceded Pass be awarded without considerable deliberation.

26.3. Recording a Conceded Pass on the Academic Transcript

26.3.1. A Conceded Pass is recorded on the Academic Transcript as a PC.

26.3.2. For a grade/mark unit, the actual mark obtained is recorded on the transcript (for example, PC 45).
27. Academic Status

27.1. Requirement to Determine Academic Status

27.1.1. The Board of Examiners shall determine the academic status of each student enrolled in an award course at the end of each study period.

27.2. Categories of Academic Status

27.2.1. Academic status shall be one of the following three categories:

<table>
<thead>
<tr>
<th>Academic Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good Standing</td>
<td>The student is achieving satisfactory course progress and is permitted to continue in the course and re-enrol.</td>
</tr>
<tr>
<td>Conditional</td>
<td>The student is at risk of not achieving satisfactory course progress but is permitted to continue in the course and re-enrol, under such conditions as may be determined by the Head of School.</td>
</tr>
<tr>
<td>Terminated</td>
<td>The student has not achieved satisfactory course progress and is terminated from the course. The student is not permitted to continue in the course or re-enrol in the course without approval from the Academic Registrar.</td>
</tr>
</tbody>
</table>

27.2.2. The entitlement to continue in a course and re-enrol is in all cases subject to any other restrictions or prohibitions imposed on the student (for example, a prohibition on enrolment due to outstanding fees or misconduct).

27.3. Determining a Student’s Academic Status and Identification of “At Risk” Students

27.3.1. Determining a student’s academic status at the end of each study period is critical to ensure that the academic performance of each student is properly monitored and that “At Risk” students are identified at an early stage.

Further Information

Refer to Section 28 for information regarding Conditional status.

Refer to Section 29 for information regarding Terminated status.

Refer to Section 35 for further information regarding Satisfactory Course Progress and the identification of “At Risk” students.
28. Conditional Status

28.1. Conditional Status

28.1.1. A student placed on Conditional status is considered to be at risk of not achieving satisfactory course progress.

28.2. Criteria for Determining Conditional Status

28.2.1. The criteria for determining Conditional status for all courses are as set out below:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the study period just ended, one or more of the following applies:</td>
<td>Student MUST be placed on Conditional status</td>
</tr>
<tr>
<td>• the student fails 50% or more of enrolled units or</td>
<td></td>
</tr>
<tr>
<td>• the student attains SWA of less than 50</td>
<td></td>
</tr>
</tbody>
</table>

28.2.2. A student may be placed on conditional status at the discretion of the Board of Examiners if they fail a core unit in the study period just ended.

28.3. Application of Academic Status for Students who Switch Course

28.3.1. In all cases, where a student has a status of Conditional in their previous course, if accepted into a new course, they must enter the new course with an academic status of Conditional.

28.3.2. It is the responsibility of the Head of School (or nominee) of the new course to ensure the appropriate academic status is applied in the first study period of enrolment for all students who switch courses.

28.4. Counselling and Support for Students on Conditional Status

28.4.1. Students placed on Conditional status must be provided with appropriate support and assistance.

28.4.2. It is the responsibility of the Head of School to ensure that all students placed on Conditional status are given advice on the support services that are available.

28.4.3. Any conditions or requirements the student must comply with in order to maintain his or her enrolment in the course and achieve satisfactory course progress must be communicated to the student in writing by the Head of School or nominee.

28.4.4. These may include a requirement to meet with the course or unit coordinator or other staff member or to attend counselling or undertake remedial studies.

28.4.5. Individual Faculties and Schools may implement their own strategies to assist “At Risk” students to achieve satisfactory course progress, provided these comply with the minimum requirements set out in Section 35 Satisfactory Course Progress.
29. Termination from Course

29.1. Criteria for Termination

29.1.1. The criteria for course termination (failure to achieve satisfactory course progress) for all courses are as set out below. Normally a student will not be terminated unless they have an academic status of Conditional in the study period just ended. The only exception is outlined below.

29.2. Termination after One Study Period

29.2.1. Normally a student will not be terminated from a course after being enrolled in only one study period.

29.2.2. As an exception, a student may be terminated from their course after only one study period of enrolment if they have failed all enrolled units and there is documented evidence that an appropriate early intervention strategy was implemented during the study period in sufficient time for the student to take necessary action to avoid failing all units.

29.2.3. An appropriate early intervention strategy would entail providing the same advice and assistance that is provided to a student on conditional status.

29.2.4. The Head of School (or nominee) is responsible for activating an early intervention strategy prior to a student completing their first study period of enrolment.

29.3. Termination after Two or More Study Periods*

29.3.1. A student may be terminated if they have a current academic status of Conditional and one or more of the following termination criteria are met:

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail 50% or more of enrolled units</td>
</tr>
<tr>
<td>SWA of less than 50</td>
</tr>
<tr>
<td>Fail any unit a second time</td>
</tr>
</tbody>
</table>

29.3.2. Where a student has met the criteria outlined above on more than one occasion, it would normally be expected that the student will be terminated.

*Note: The study period requirement is simply "enrolment" – it does not need to be in the course in which the student is currently enrolled (for example, it could be in another course or on a Not-For-Degree basis), it does not need to be full time, and it does not need to be in continuous study periods.

29.4. Advice of Termination

29.4.1. Any student terminated from a course will receive formal notification of this decision via an Official Communication Channel message. The Official Communication will be sent by the Examinations Office.
29.5. Consideration of Personal Circumstances

29.5.1. The personal circumstances of the student must be taken into account when determining an academic status of Terminated.

29.5.2. Any exceptional circumstances, such as illness or bereavement, which may have impacted on a student’s ability to achieve satisfactory course progress, should be given due consideration.

29.6. Termination on other than Academic Performance Grounds

29.6.1. Students may be terminated (cancelled) from a course due to non-payment of fees or terminated from a course due to misconduct under the student disciplinary provisions.
30. Course Switching Following Termination

30.1. Course Switching

30.1.1. Subject to the following provisions, a student who is terminated from a course due to failure to achieve satisfactory course progress (see Satisfactory Course Progress – Section 8.13), may apply for admission to an alternate course (course switch). This is independent of any visa implications for International onshore students on student visas.

30.1.2. Acceptance into a new course is at the discretion of the relevant Head of School.

30.2. International Onshore Students - Course Switching on Termination

30.2.1. There are possible student visa implications for terminated international onshore students on a student visa.

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**International Onshore Students – Section 20 Notice Failure to Achieve Satisfactory Course Progress**

If an International Onshore student is terminated from their course, the University will, in accordance with the relevant legislation, provide the student an opportunity to appeal the decision. If an appeal is not submitted or unsuccessful, the student will be reported to the Department of Immigration and Boarder Protection (DIBP) as being terminated from their course due to a failure to achieve satisfactory course progress.

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30.2.2. Irrespective of whether the student is admitted to a second course, an International Onshore student on a student visa will still be reported to DIBP for a breach of student visa condition 8202 (achieving satisfactory course progress). This is a legislative requirement. This means the student may face cancellation of their student visa and a 3 year exclusion being applied, even though they may be in a new course and doing well.

30.2.3. International Onshore students should think very carefully before seeking admission to a new course after course termination when they face being reported for termination from their first course.

30.2.4. The University can take no responsibility for action taken by DIBP to cancel a student’s visa. If visa cancellation occurs and as a consequence, a student is not permitted to continue study in Australia, the student will receive no credit for any uncompleted units at the time the visa is cancelled. Any entitlement to a fee refund will be in accordance with the University fee refund policy. Students risk losing all fees if the visa cancellation occurs after the relevant census date.

30.2.5. Switching to another course is not considered to be a valid appeal reason when appealing against termination from a course.
30.3. Procedures

30.3.1. A student who has been terminated from a course due to failure to achieve satisfactory course progress (first instance of termination from a course) may apply for admission to another course.

30.3.2. Approval for admission into the second course may be given by the Head of School for the new course.

30.3.3. If a Head of School is prepared to accept a terminated student into their course, it must be on Conditional status and it is also recommended that a maximum enrolment of 75 credits per semester be required.

30.3.4. If a student is subsequently terminated from their second course on academic performance grounds, the student is not permitted to be admitted to a third course unless approval is obtained from the Academic Registrar.

30.3.5. Any request to allow a student to be admitted to a third course must be submitted in writing by the Head of School to the Academic Registrar.

30.3.6. Approval to allow the student to be admitted to a third course will only be given in exceptional circumstances and where the student is able to demonstrate that their study in the two previous courses was severely affected by exceptional or extenuating circumstances outside their control.

30.3.7. Full documentation supporting any request must be submitted.

30.3.8. If approved, admission may be subject to such conditions as are reasonably imposed by the Head of School and/or Academic Registrar.

The table below outlines the approval authority for admission into a new course following termination.

<table>
<thead>
<tr>
<th>No. of Terminations From a Course</th>
<th>Action</th>
<th>Approval</th>
</tr>
</thead>
<tbody>
<tr>
<td>First termination (from any course)</td>
<td>Admission to a second course on conditional status</td>
<td>Head of School</td>
</tr>
<tr>
<td>Second termination (from any course)</td>
<td>Admission to a third course on conditional status</td>
<td>Academic Registrar</td>
</tr>
</tbody>
</table>
31. Future Re-Admission to the Same Course Following Termination

31.1. Course Re-Admission Following Termination

31.1.1. A student who has been terminated from a course due to failure to achieve satisfactory course progress may apply for re-admission to the same course after a minimum period of twelve months since the last enrolment. If approved, re-admission to the same course may be subject to such conditions as are reasonably imposed by the Head of School.

31.1.2. If a student is subsequently terminated from the course a second time on academic performance grounds, the student is not permitted to be re-admitted to the course unless approval is obtained from the Academic Registrar.

31.1.3. Approval to allow a student to be admitted to the same course a third time will only be given in exceptional circumstances and where the student is able to demonstrate that their study in the two previous attempts was severely affected by exceptional or extenuating circumstances outside their control.

31.1.4. Full documentation supporting any request must be submitted.

31.1.5. If approved, re-admission may be subject to such conditions as are reasonably imposed by the Head of School and/or Academic Registrar.

31.1.6. Unless otherwise approved by the Academic Registrar, the student will be re-admitted to the course on Conditional status.

31.1.7. Should a student previously terminated apply for re-admission to the same course and have their application rejected by the School, they can apply directly to the Manager University Admissions Centre. Refer to Admission Appeals section of the Admission and Enrolment Manual.

31.2. Re-Admission Within Twelve (12) Months

31.2.1. In exceptional circumstances, the Academic Registrar may approve re-admission to a course that the student has been terminated from due to failure to achieve satisfactory course progress within a period of twelve (12) months since the last enrolment.

31.2.2. Approval to allow a student to be re-admitted to the course within twelve (12) months will only be given where the student is able to demonstrate that their study in the previous attempt was severely affected by exceptional or extenuating circumstances outside their control.

31.2.3. Full documentation supporting any request must be submitted.

31.2.4. If approved, re-admission may be subject to such conditions as are reasonably imposed by the Academic Registrar.

31.2.5. Unless otherwise approved by the Academic Registrar, the student will be re-admitted to the course on Conditional status.
32. Responsibility for Academic Results

32.1. Head of School

32.1.1. The Head of School shall normally undertake the role of Chair of the Board of Examiners.

32.1.2. A nominee of the Head of School, or nominee of the relevant Pro-Vice Chancellor, may undertake the role of Chair of the Board of Examiners at the discretion of the Head of School or Pro-Vice Chancellor.

32.1.3. The Head of School is responsible for ensuring all results are accurately recorded for all students enrolled in courses owned by that School.

32.1.4. The Head of School is also responsible for ensuring that outstanding interim results (Grade Not Submitted, Deferred Assessment, Supplementary Assessment and Ongoing Assessment) are converted to final results within the prescribed timeframes (or for requesting approval for an extension).

32.1.5. The Head of School may approve Assessment Extension for any student enrolled in a course owned by that School prior to the Board of Examiners. The Board of Examiners shall note the approval.

32.2. Unit Coordinator (examiner; assessor)

32.2.1. The unit coordinator is the examiner (assessor) for the unit unless otherwise specified by the Head of School.

32.2.2. The examiner (assessor) is responsible for submitting the grades and marks for students in a unit to the Board of Examiners.

32.2.3. The examiner (assessor) is responsible for ensuring, on behalf of the Head of School, that results are correctly recorded on the student records system by the deadline prescribed by the Academic Registrar.

32.3. Co-Examiner (co-assessor)

32.3.1. The examiner (assessor) shall be assisted by a co-examiner (co-assessor) appointed by the Head of School.

32.3.2. The co-examiner's (co-assessor's) role is to support the examiner.

32.3.3. Responsibilities of the co-examiner (co-assessor) include checking draft examination papers and documentation for other assessment tasks and confirming the accuracy of final marks.

32.4. Final Results

32.4.1. All results must be determined and ratified by a Board of Examiners.
32.5. Change of Results

32.5.1. Results may only be changed on the written authority of the Head of School or Chair of the Board of Examiners or by the Academic Registrar as set out below.

32.5.2. The Academic Registrar may change results in the following circumstances:

a. Where a request is made to change an ANN grade to an F:0 or FAIL;

b. Where, as an outcome of disciplinary action, it is determined that an ANN grade is to be recorded;

c. Where a student has an outstanding interim grade beyond the allowable timeframe and the Academic Registrar determines that a final result must be recorded (for example, by converting a GNS to an F:0, FAIL or F-IN). The Head of School shall be notified of this action;

d. Where a student has lodged a formal assessment appeal to the Pro Vice-Chancellor and the outcome of the appeal is that the student's result should be changed;

e. Where a student has lodged a formal grievance and the outcome of the grievance is that the student's result should be changed.

32.5.3. In any instance where a result is changed by the Academic Registrar, the Head of School will be notified.
33. **Academic Transcript**

33.1. **Provision of an Academic Transcript**

33.1.1. Students will be provided with an Academic Transcript, free of charge, in the following circumstances:

a. On graduation, following the conferral of an academic award by Council.

b. In such other circumstances as approved by the Academic Registrar.

33.1.2. In all other circumstances, an Academic Transcript will be provided to a student on payment of the prescribed fee.

33.2. **Content of Academic Transcript**

33.2.1. The following information is included on the Academic Transcript:

a. Student name, address and Student ID number
b. Date of Issue
c. Course code and title
d. Grade and mark achieved for each unit (or “Pass Fail” for any unit classified as a “Pass/Fail” unit)
e. Total credits accrued
f. Course Weighted Average
g. Academic status
and where applicable:
h. The Completion Date and Conferral Date
i. The Award number
j. Details of Credit for Recognised Learning (CRL)
k. Details of Automatic and Designated Credit
l. Notation that the student has been granted an Award with Distinction
m. Notation that the student has been granted an Award with Honours and the level obtained
n. Notation that the student has been included on the Vice-Chancellor’s List (including Year and Study Period).

33.2.2. The reverse of the Academic Transcript shall include details of the University Grading System and such other explanatory information as deemed necessary by the Academic Registrar.

33.3. **Issuing of Academic Transcripts**

33.3.1. Academic Transcripts shall only be issued by the Academic Registrar or as authorised by the Academic Registrar.

33.4. **Security of Academic Transcript Paper**

33.4.1. Academic Transcript paper must be stored in a secure manner. Only authorised staff shall be permitted access to Academic Transcript paper.
33.5. Students with Sanctions or Outstanding Debt

33.5.1. Any student with a sanction preventing access to results or who has outstanding debt to the University is not entitled to receive an Academic Transcript unless approval of the Academic Registrar is provided due to exceptional circumstances.

33.6. Recording of Cross Institutional (Outbound) Enrolments

33.6.1. Any approved cross institutional enrolment of a Curtin student at an external institution will be recorded on the Curtin Academic Transcript as a generic Cross Institutional enrolment (ie not by individual unit title) and with a Pass/Fail grade irrespective of the grading system used at the external institution.

33.7. Recording of Collaborative Awards

33.7.1. All collaborative awards will bear the following notation under the “Course Code and Title”.

“The program of study for this degree was undertaken in collaboration with [insert institution]"
# UNIVERSITY GRADING SYSTEM

## FINAL GRADES

<table>
<thead>
<tr>
<th>PASS/FALSE UNITS</th>
<th>GRADE/MARK UNITS</th>
<th>INTERIM GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>PASS</td>
<td>Pass Grade Only</td>
<td></td>
</tr>
<tr>
<td>FAIL</td>
<td>Fail Grade Only</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td>Conceded Pass</td>
<td></td>
</tr>
<tr>
<td>PX</td>
<td>Pass After Supplementary Assessment</td>
<td></td>
</tr>
<tr>
<td>FX</td>
<td>Fail After Supplementary Assessment</td>
<td></td>
</tr>
<tr>
<td>F-IN</td>
<td>Fail - Incomplete/Insufficient Assessment</td>
<td></td>
</tr>
<tr>
<td>ANN</td>
<td>Result Annulled Due to Academic Misconduct</td>
<td></td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawn Late</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Mark of 100</td>
<td>X Outstanding Supplementary Assessment</td>
</tr>
<tr>
<td>9</td>
<td>Mark of 90-99</td>
<td>DA Deferred assessment</td>
</tr>
<tr>
<td>8</td>
<td>Mark of 80-89</td>
<td>OA Ongoing Assessment</td>
</tr>
<tr>
<td>7</td>
<td>Mark of 70-79</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mark of 60-69</td>
<td>GNS Grade Not Submitted</td>
</tr>
<tr>
<td>5</td>
<td>Mark of 50-59</td>
<td></td>
</tr>
<tr>
<td>FAIL</td>
<td>Mark of 00-99</td>
<td></td>
</tr>
<tr>
<td>PC</td>
<td>Conceded Pass</td>
<td></td>
</tr>
<tr>
<td>PX</td>
<td>Pass After Supplementary Assessment</td>
<td></td>
</tr>
<tr>
<td>FX</td>
<td>Fail After Supplementary Assessment</td>
<td></td>
</tr>
<tr>
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</tr>
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<td></td>
</tr>
<tr>
<td>WD</td>
<td>Withdrawn Late</td>
<td></td>
</tr>
</tbody>
</table>

The **Vice-Chancellor's List** is for academic excellence and comprises students who have been selected from the top one per cent (1%) of a course for a given study period.

An award with **Distinction** is granted by the Board of Examiners in recognition of outstanding performance in the course and shall normally not be awarded to more than ten per cent (10%) of graduates in that course.

An award with **Honours** can be earned either as the outcome of a year of study that is additional to a bachelor degree or as the outcome of an honours program that is studied concurrently with a normal pass degree of four years or more.

A **Course Weighted Average (CWA)** is a calculation of a student’s weighted average percentage mark for all Grade/Mark units in which the student is enrolled in a course, including units credited as Automatic Credit or Designated Credit.

The formula used for calculating CWA is $\frac{\text{Sum(Unit Credits x Mark)}}{\text{Sum(Unit Credits)}}$.

With effect from 28 February 2006, **Automatic Credit and Designated Credit** is included in the calculation of the CWA. **Automatic Credit and Designated Credit** is not included in the calculation prior to this date.

Curtin University does not use or calculate a Grade point Average (GPA). However, under the Curtin University Grading System, a CWA of 0.00 is the minimum, a CWA of 50.00 is the mid-point and a CWA is the maximum, and this scale may be used to calculate an equivalent GPA.

More information on the University Grading System, University Policies and the Vice-Chancellor’s List can be found at [www.policies.curtin.edu.au](http://www.policies.curtin.edu.au).

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January 2011
34. Final Results to Students

34.1. Provision of Final Results to Students

34.1.1. Students will be provided with access to their final results (final grade and mark (where applicable) for each unit completed) after ratification by the Board of Examiners.

34.1.2. Access will be provided at the time specified for results publication by the Academic Registrar.

34.1.3. Access to results will be provided online or through such other means approved by the Academic Registrar.

34.1.4. Access to results will include provision for students to print a copy of their results.

34.1.5. All assessment marks provided through any means (e.g., Blackboard) are provisional and are not regarded as final until ratified by the Board of Examiners and the result publication date for the study period has passed.

34.2. Students with Sanctions or Outstanding Debt

34.2.1. Any student with a sanction preventing access to results or who has an outstanding debt to the University is not entitled to access to their results.

34.2.2. Students with a sanction or outstanding debt may only be provided with access to their results with the approval of the Academic Registrar. Approval will only be given in exceptional circumstances.
35. Satisfactory Course Progress

35.1. Satisfactory Course Progress

35.1.1. All students enrolled in a course are expected to achieve satisfactory course progress.

35.1.2. A student is considered to be achieving satisfactory course progress if he or she (as a minimum), obtains a SWA of at least 50.00 and passes more than 50% of enrolled units each study period.

35.1.3. If the student does not meet these criteria, generally he or she will be placed on Conditional status.

35.1.4. The purpose of placing a student on Conditional status is to identify the student as being at risk of not achieving satisfactory course progress.

35.2. Requirement for Documented Intervention Strategy

35.2.1. It is a requirement under the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007 (the National Code 2007, Standard 10.4), that a documented intervention strategy be in place for International students who are at risk of not achieving satisfactory course progress requirements.

35.2.2. Irrespective of the fact that the National Code is expressed to apply only to International onshore students, this process applies to all students, international or domestic, onshore or offshore.

35.2.3. An early intervention strategy may be implemented during the first study period of a student’s enrolment prior to the student being given an academic status of Conditional.

35.2.4. If prior to the completion of the first study period of enrolment, a student is identified as “At Risk” of not achieving satisfactory course progress (eg through lack of engagement in the learning process) the student may be contacted in writing regarding their progress as an early intervention strategy. The student will be required to respond to the University's attempts to provide support and intervention.

35.2.5. Intervention strategy is also implemented when a student is placed on Conditional status.

35.2.6. An intervention strategy requires the Head of School ensuring that students placed on Conditional status will be:

   a. Notified of their status;

   b. Given an opportunity to improve their performance and regain a status of Good Standing,

   c. Provided with appropriate advice on University support services,

   d. Advised of any specific requirements that must be complied with in order to return to Good Standing and achieve satisfactory course progress (ie conditions); and

   e. Advised of other strategies relevant to their situation that will assist them to return to Good Standing and achieve satisfactory course progress.
35.2.7. This notification and advice must be provided in writing via the Official Communications Channel. It is the responsibility of the Head of School to ensure that this information is provided.

35.2.8. Where a student meets the criteria for Conditional status for a second consecutive study period and is at risk of being terminated from the course, it is essential that the student be provided with appropriate academic counselling. It is the responsibility of the Head of School to ensure that this occurs.

35.2.9. The act of terminating a student from a course on academic performance grounds constitutes the decision that the student has not achieved satisfactory course progress.

35.2.10. Under National Code (2007) Standard 10.4, the intervention strategy must specify:
   a. Procedures for contacting and counselling identified students;
   b. Strategies to assist identified students to achieve satisfactory course progress; and
   c. The process by which the intervention strategy is activated.
STUDENT APPEALS

36. Assessment Appeals 85
37. Academic Status Appeals 89
36. Assessment Appeals

36.1. Any student who has evidence that their mark or result is incorrect, may lodge a formal assessment appeal. In all cases, this involves an initial review by either the lecturer, marker or unit coordinator and if required a formal appeal. It is expected that most situations will be able to be resolved without the need for a formal appeal.

36.2. Assessment Appeal - Marks Awarded for Assessment Tasks

36.2.1. **Review of Assessment** – Any student who has evidence that the mark awarded for an assessment task is unfair or incorrect should in the first instance raise their concern with the appropriate member of staff (lecturer or staff member responsible for marking the work). Depending on the circumstances, the student may also need to raise the matter with the unit coordinator.

36.2.2. Where this seems warranted, the lecturer or unit coordinator will arrange for the work to be re-marked and the outcome notified to the student.

36.2.3. **Formal Assessment Appeal** – If after going through this process, the student is still concerned with the process or the mark awarded, the student may lodge a formal appeal.

36.2.4. The appeal must be in writing and submitted to the Head of School within ten working days of the date the mark for the assessment task was notified to the student.

36.2.5. In any instance where a student is unable to make timely contact with the lecturer or staff member responsible for marking the work (or the unit coordinator), the student may go direct to a formal appeal to the Head of School.

36.3. Assessment Appeal - Final Results

36.3.1. **Review of Assessment** - Any student who has evidence that their final result is unfair or incorrect should in the first instance raise their concern with the unit coordinator.

36.3.2. Where this seems warranted, the unit coordinator will arrange for the student's work to be re-marked as appropriate and notify the outcome and change of result, if applicable, to the Head of School.

36.3.3. The Chair of the Board of Examiners shall approve any change of result.

36.3.4. **Formal Assessment Appeal** - If after going through this process, the student is still concerned with the process or the mark awarded, the student may lodge a formal appeal.

36.3.5. The appeal must be in writing, and submitted to the Head of School lodged within ten working days of publication of the final result.

36.3.6. In any instance where a student is unable to make timely contact with the unit coordinator, the student may go direct to a formal appeal to the Head of School.
36.4. Grounds for a Formal Assessment Appeal

36.4.1. Students requesting a review or lodging a formal assessment appeal must demonstrate the grounds on which they feel they were unfairly assessed.

36.4.2. Unfair Assessment is the criterion for a review or for an appeal.

36.4.3. Where a student wishes to appeal against a mark or final result on the grounds that personal circumstances have adversely affected his or her ability to perform well in the assessment task (for example, an illness or medical condition). The appropriate approach is to consider allowing the student to re-submit work or sit some form of additional or supplementary assessment.

36.5. Determination of Appeal by Head of School

36.5.1. Where the Head of School has been involved in the original assessment of the student in respect of which the appeal has been lodged, he or she must not be involved in determining the appeal. The appeal will be determined by the relevant Faculty Pro Vice-Chancellor or nominee.

36.5.2. On receipt of a formal assessment appeal, the Head of School will immediately provide the unit coordinator with a copy of the appeal and request the unit coordinator to provide the following:

a. Comments on the appeal including any information on discussions already conducted with the student;

b. A recommendation as to how the matter should be determined;

c. A copy of the assessed work that is the subject of the appeal if this has not been returned to the student;

d. Details of the criteria used to assess the student's work; and

e. Any other information relevant to the appeal.

36.5.3. Once in receipt of this information, the Head of School shall assess the appeal and determine if a change of mark or final result is warranted.

36.5.4. The appeal must be determined within ten working days of it being received by the Head of School.

36.5.5. Notification to the student – Once a decision has been made on the appeal by the Head of School, the student must be advised of the outcome immediately and in any case, no later than three working days from the date of the decision.

36.5.6. It is the responsibility of the Head of School to advise the student in writing of the outcome of the appeal and the reasons for the decision.

36.6. Further Appeal to Pro Vice-Chancellor

36.6.1. If a student believes their appeal has not been fairly assessed by the Head of School, the student may request further review by the relevant Faculty Pro Vice-Chancellor or nominee.

36.6.2. This request must be in writing and must be lodged within five working days of the date on which the student was advised of the outcome of their appeal.
36.7 Review by Pro Vice-Chancellor

36.7.1. The Pro Vice-Chancellor, or nominee, shall request such information as is considered relevant from the Head of School and unit coordinator including all documentation relating to the original appeal.

36.7.2. If the Pro Vice-Chancellor, or nominee, believes there are sufficient grounds for further review of the mark awarded or the final result, he or she will arrange for the work in question to be remarked by a person or persons not previously involved in assessing that work in respect of the student.

36.7.3. Where the student requests this, the remarking may be conducted anonymously with the student identity not disclosed to the marker or markers.

36.7.4. Where a student is concerned about possible bias in the re-marking, the Pro Vice-Chancellor, or nominee, may provide the student with a list of staff competent to re-mark the work and allow the student to select a marker from this list. Where this option is taken, the unit coordinator must also be given the opportunity to select a marker from the list and the remarking will be done by both selected markers.

36.7.5. In any situation where more than one person is involved in remarking an assessment item, the revised mark will shall be the average of the marks awarded by the individual markers.

36.7.6. Where suitable staff eligible to re-mark work are not available within the University, the Pro Vice-Chancellor, or nominee, may nominate an external marker.

36.7.7. Where this occurs and the external person marker is engaged to re-mark work, the School will be responsible for negotiating payment, if applicable.

36.7.8. Notification to the student - Once a decision has been made on the appeal by the Pro Vice-Chancellor, or nominee, the student must be advised of the outcome immediately and in any case, no later than three working days from the date of the decision.

36.7.9. It is the responsibility of the Pro Vice-Chancellor, or nominee, to advise the student in writing of the outcome of the appeal and the reasons for the decision. The decision of the Pro Vice-Chancellor, or nominee, is final.

36.8 Change of Results

36.8.1. Where an appeal has been successful and the final result for a student requires amendment, it is the responsibility of the Head of School to arrange the change of result on the student records system.

36.8.2. The change of result may also require the student's academic status to be reviewed.

36.9 Student Assistance

36.9.1. A student may seek assistance and advice from the Counselling and Disability Services, the Curtin Student Guild, academic staff, and/or Student Services, in preparing an assessment appeal.

36.9.2. In any discussions regarding review of marks or final results, the student is entitled to be accompanied and assisted by a support person.

36.9.3. The support person may be another student, a staff member or a person employed by the Student Guild.
36.10. Staff Assistance

36.10.1. In any discussions regarding review of marks or final results, a staff member may be accompanied by any other staff member of the University.

36.11. Grievance Resolution

36.11.1. Students may lodge a grievance once all applicable dispute resolution or appeals processes have been exhausted and if they believe that a step in the process has not been followed.

Further Information

For further information about the grievance resolution process refer to the Complaints Policy.
37. Academic Status Appeals

37.1. Principles

37.1.1. A student terminated from a course due to failure to achieve satisfactory course progress has a right of review and a right of appeal regarding that decision.

37.1.2. If the student wishes to have the decision reviewed, the request must be lodged no later than 20 working days after the date on which the student was first formally advised that they have been terminated from the course.

37.1.3. The basis for a Request for Review is exceptional circumstances. The student will normally need to demonstrate that their results have been affected by circumstances outside their control.

37.1.4. In considering the Request for Review, the decision maker shall take into account the student's personal circumstances and explanation for poor academic performance, as well as the student's overall academic record and the criteria for course termination.

37.1.5. The existence of exceptional circumstances does not in itself mean that a Request for Review will be successful.

37.1.6. If a student remains terminated after review of the original decision, the student may lodge a formal appeal as outlined in the section below.

37.2. Lodgement of Request for Review

37.2.1. On receipt of formal notification of termination from a course (see Termination from a Course - Section 29), if the student wishes to request a review of the decision, he or she must submit a written request within 20 working days as specified in the Official Communication.

37.2.2. The Request for Review must be submitted in accordance with any procedures prescribed by the Academic Registrar. Failure to submit a request within the required timeframe will result in the request being rejected. If warranted by demonstrated and unavoidable exceptional circumstances, discretion may be exercised by the Manager, Examinations to accept a late request.

37.2.3. Requests for Review must be sent or delivered to the Manager, Examinations.

37.3. Grounds for Review

37.3.1. Students requesting a review of the decision will normally be required to demonstrate that their results have been affected by circumstances outside their control.

37.3.2. Circumstances that may warrant a review of the decision to terminate, include, but are not limited to:

a. Student injury, illness or medical condition of such magnitude that the student's results were significantly impacted;

b. Family issues (family injury or illness, bereavement etc) of such magnitude that the student's results were significantly impacted;

c. Commitments to participate in elite sport or other activities that warrant favourable consideration;
d. Commitments to assist with community service activities (e.g., bushfire protection);

e. Unavoidable and unexpected work commitments (e.g., relocation).

37.4. Documentation

37.4.1. All Requests for Review must be accompanied by appropriate documentation. Failure to provide documentation may result in the request being rejected.

37.5. Referral to Head of School

37.5.1. On receipt of the Request for Review, the Manager, Examinations shall register the request and forward it as soon as practicable to the relevant Head of School.

37.5.2. The Head of School (or nominee) shall review the original decision, taking into account the information contained in the student's request, and in particular any information that may not have been known at the time the original decision was made.

37.5.3. On receipt of the Request for Review, the Head of School (or nominee) shall assess the student's claims and determine that either:

a. The original decision to terminate the student shall stand;

b. The original decision shall be varied and the student's academic status changed to Conditional;

c. The original decision shall be varied and the student's academic status changed to Good Standing.

37.5.4. This decision must be made within ten working days of receipt of the Request for Review.

37.5.5. Once the decision has been made, the Head of School (or nominee) must immediately notify the Examinations Office of the decision and the reasons for the decision.

37.5.6. This shall be done on the form as prescribed by the Academic Registrar.

37.5.7. The Examinations Office shall then notify the student in writing of the outcome and the reasons for decision via the Official Communication Channel.

37.6. Appeal to Student Progress Appeals Committee

37.6.1. If a student is not satisfied with the outcome of the Request for Review, the student may request that the matter be determined by the Student Progress Appeals Committee as a formal appeal.

37.6.2. Documentation submitted with the original Request for Review will be used by the Student Progress Appeals Committee to assess the appeal. Normally, the Committee will only consider material from the first review, but where warranted the Chair, Student Progress Appeals Committee may permit the submission of additional material.

37.6.3. The Student Progress Appeals Committee is appointed by the Academic Registrar (see below).
37.7. **Student Progress Appeals Committee**

37.7.1. The Student Progress Appeals Committee will comprise the following members:

- a. Student Discipline and Appeals Officer, Student Central (Chair);
- b. A manager, Student Central;
- c. A manager, Faculty Student Services Office;
- d. A staff member from Student Transition and Retention Team (START); and
- e. A staff member from Student Assist.

37.7.2. The Academic Registrar may vary the composition of the Student Progress Appeals Committee at his or her discretion.

37.7.3. Quorum of the Student Progress Appeals Committee is the Chair and two other members.

37.8. **Lodgement of an appeal to the Student Progress Appeals Committee**

37.8.1. An appeal must be lodged by the student within **ten working days** of the date of notification of the outcome of the Request for Review by the Head of School.

37.8.2. The request must be submitted in accordance with any procedures prescribed by the Academic Registrar. Failure to submit a request for an appeal to be referred to the Student Progress Appeals Committee for further consideration within the required timeframe will result in an appeal being rejected. If warranted by demonstrated and unavoidable exceptional circumstances, discretion may be exercised by the Academic Registrar (or nominee) to accept a late appeal.

37.8.3. All requests must be sent or delivered to the Manager, Examinations.

37.9. **Consideration of Appeal by Student Progress Appeals Committee**

37.9.1. The Student Progress Appeals Committee, in making its decision, will rely on the original documentation provided by the student for the initial review by the Head of School (or nominee).

37.9.2. The Student Progress Appeals Committee will assess the appeal and determine that either:

- a. The original decision to terminate the student shall stand;
- b. The original decision shall be varied and the student's academic status changed to Conditional; or
- c. The original decision shall be varied and the student's academic status changed to Good Standing.

37.9.3. To enable the appeal to be properly assessed, copies of all paperwork associated with the original review by the Head of School must be provided to the Chair, Student Progress Appeals Committee by the Head of School.

37.9.4. The decision on the appeal must be made within **ten working days** of receipt of the appeal.

37.9.5. Once the decision has been made, the Academic Registrar (or nominee) shall notify the student of the outcome and the reasons for the decision via the Official Communication Channel.
37.10. External Right of Complaint or Appeal

37.10.1. Any student that is not satisfied with the result or conduct of the formal appeal process described above may request that their appeal be considered by an external person or body independent of and external to the University.

37.10.2. Students will be notified of the process for lodging an appeal to the external person or body in the advice provided to the student of the outcome of their appeal to the Student Progress Appeals Committee (only required where the outcome is not favourable to the student).

37.10.3. The University has reached agreement with the Western Australian Ombudsman for that office to take on the role of external appeals body.

37.11. Advice to Students of External Right of Complaint or Appeal

37.11.1. The following information will be provided to students who are unsuccessful in their appeal to the Academic Registrar:

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**Advice to Students**

If you are not satisfied that the University’s internal complaint and appeal process has been conducted fairly, you can make a complaint to the Western Australia Ombudsman. The Ombudsman is independent and external to the University and does not charge any fees for their services.

Please note that the Ombudsman will normally only consider whether the University has followed its own policies and procedures and whether the handling of your case has been fair and reasonable. The Ombudsman does not make a new decision, however, as a result of an investigation the Ombudsman may recommend that the University reconsider your case.

You will need to make a complaint in writing if you would like the Ombudsman to examine your case.

Contact details for the Ombudsman are:

Mail: Ombudsman Western Australia  
PO Box Z5386  
St Georges Terrace  
Perth WA 6831

Facsimile: 08 9325 1107  
Email: mail@ombudsman.wa.gov.au  
Website: http://www.ombudsman.wa.gov.au

If you have any queries about making a complaint to the Ombudsman, please ring the Office of the Western Australia Ombudsman on 9220 7555 or freecall 1800 117 000 (outside the metropolitan area) and ask to speak to an Enquiry Officer.

This text may be changed at the discretion of the Academic Registrar.
<table>
<thead>
<tr>
<th>Policy Number</th>
<th>Policy Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>Academic Integrity</td>
<td>94</td>
</tr>
<tr>
<td>39</td>
<td>Management of Plagiarism</td>
<td>95</td>
</tr>
<tr>
<td>40</td>
<td>Academic Misconduct</td>
<td>96</td>
</tr>
<tr>
<td>41</td>
<td>Awards with Honours</td>
<td>97</td>
</tr>
<tr>
<td>42</td>
<td>Vice-Chancellor’s List</td>
<td>98</td>
</tr>
<tr>
<td>43</td>
<td>Course Approval &amp; Quality Manual: Unit Outlines</td>
<td>99</td>
</tr>
<tr>
<td>44</td>
<td>Credit for Recognised Learning</td>
<td>100</td>
</tr>
<tr>
<td>45</td>
<td>Ownership of Project Work and Essays</td>
<td>101</td>
</tr>
</tbody>
</table>
38. Academic Integrity

This section is provided for information - for full details see the Academic Integrity website http://academicintegrity.curtin.edu.au/home/ for student and staff guidelines.

Academic Integrity is adherence to the principles underpinning the work of an academic community. It involves pursuit of knowledge through a commitment to such fundamental values as honesty, trust, fairness, respect and responsibility, and requires acknowledgement of the contribution of others.
39. Plagiarism

This section is provided for information - for full details of the Management of Plagiarism Policy see http://policies.curtin.edu.au/findapolicy/#M

Plagiarism means presenting the work or property of another person as one's own, without appropriate acknowledgement or referencing. Plagiarism can also involve self plagiarism, that is, submitting one's own previously assessed or published work for assessment or publication elsewhere, without appropriate acknowledgement.
40. Academic Misconduct

This section is provided for information - for full details on Academic Misconduct see Statute 10 – Student Disciplinary Statute and Academic Misconduct Rules at http://policies.curtin.edu.au/legislation/internallegislation/statutes_rules.cfm

Academic Misconduct means acting dishonestly or unfairly in connection with any examination or other assessment task, or other academic work.
41. **Awards with Honours**

This section is provided for information - for full details see the *Honours Degrees Policy* available at [http://policies.curtin.edu.au/policies/az_index.cfm](http://policies.curtin.edu.au/policies/az_index.cfm)

A bachelor degree may be awarded “with honours” on the basis of an embedded honours program in which there is a defined honours stream.

An Award with Honours is only available to students enrolled in courses that have a normal full time duration of four years or more.

The assessment of student performance for an award with honours must be in accordance with the *Honours Degrees and Degrees with Honours* policy.

**Academic Transcript**

An award with honours shall have the following notation on the Academic Transcript:

‘Awarded with Honours’
42. Vice-Chancellor's List

This section is provided for information - for full details see the Awards and Graduation Manual available at http://policies.curtin.edu.au/policies/az_index.cfm

The Vice-Chancellor’s List recognises academic excellence and comprises students who have obtained a Semester Weighted Average (SWA) of 85.00 or higher covering an enrolment of at least 75 credits and obtained a SWA in the top 1% of students in an undergraduate course in a specified period (for example, study period or calendar period).

The Vice-Chancellor’s List only applies to undergraduate courses.
43. Unit Outlines

This section is provided for information - for full details see the Course Approval and Quality Manual available at [http://policies.curtin.edu.au/findapolicy/](http://policies.curtin.edu.au/findapolicy/)

43.1. A unit outline provides students with essential information about a unit of study, ie the assessment details, criteria for successful completion of the unit, and due dates for assignments and other assessment tasks and guides students in achieving the learning outcomes for the unit.

43.2. Unit coordinators are responsible for preparing unit outlines, ensuring that the content is accurate, and that they are reviewed, as a minimum, on an annual basis.

43.3. Unit outlines are finalised one week prior to the commencement (Monday) of the first teaching week of the study period in which the unit will be delivered.

43.4. Unit outlines are made available to students online and where this is not practical, a hardcopy is provided in the first scheduled class.

43.5. A unit outline that has been issued to students studying a unit in a particular study period may not normally only be altered. Only under exceptional circumstances and with the consent of the majority of the students enrolled in the unit, will a change be approved by the Head of School.
44. Credit for Recognised Learning

For full details see the Credit for Recognised Learning Manual available at http://policies.curtin.edu.au/policies/az_index.cfm
45. Ownership of Project Work and Essays

This section is provided for information - for full details see the Intellectual Property – Ownership and Commercialisation Policy and Procedures available at http://policies.curtin.edu.au/policies/az_index.cfm

Ownership of project work and essays

As a general rule, students have the right of ownership of their own assessed project work and essays except:

- where the University has provided the resources for the project, the University shall have the right of ownership of the project; or
- where the project is a collaboration between the student and a University staff member, the University shall have the right to ownership of the project and the student may be recognised for their contributions in accordance with the University’s IP policy; or
- where the project has been sponsored by an external organisation, ownership shall be in accordance with the terms of any agreement, and in accordance with the University's Intellectual Property policy.

DEFINITIONS

The following definitions apply to all sections of this manual.

**Academic Status** (Good Standing, Conditional or Terminated) is determined by a Board of Examiners for each student enrolled in an award course at the end of each study period.

An **Academic Transcript** is the official University record of a student's results and is printed on official University transcript paper.

An **Additional Requirement** is a prescribed additional requirement that must be completed or met before a student is allowed to commence a unit, such as a First Aid Certificate.

An **Alternative Examination** means any examination, that is scheduled separately from the centrally or school scheduled examinations in order to meet special requirements for an individual student or a group of students. It must be approved either by the Counselling and Disability Services or the University Examinations Office, and held wherever possible, within the standard University Examination periods.

An **Anti-requisite Unit** is a unit that may not be enrolled in by a student who has already completed, or is currently completing, a similar unit.

**Assessment** is the method(s) and procedures by which a student's academic progress and performance is measured in a unit.

**Assessment Tasks** are any tasks or activities that may be used to gauge the progress of student learning and determine the student's result for the unit. Assessment tasks can include essays, student presentations, literature reviews, laboratory reports, examinations, computer based assessments, oral examinations, class quizzes, clinical experiences, individual projects, tests (written, practical and oral), formal examinations, field work, group projects and assignments, and may involve self and peer assessment. Attendance at classes is not an allowable form of assessment.

**Automatic Credit** is the transfer of equivalent/identical units from one Curtin course to another Curtin course.

An **Award Course** means a structured combination of units approved by the University Academic Board which when completed qualifies the student for an award from Curtin University.

An **Award Number** is the sequential number allocated to an award conferred by Council.

An **Award with Distinction** is granted by the Board of Examiners in recognition of outstanding performance in the course and shall normally not be awarded to more than 10% of graduates in that course.

An **Award with Honours** can be earned either as the outcome of a year of study that is additional to a bachelor degree in a discipline or as the outcome of an honours program that is studied concurrently with a normal pass degree of four years or more in a discipline.

A **Board of Examiners** is a committee that is constituted for each award course to ensure that the assessment and determination of performance of each student enrolled in that course is conducted in a fair and equitable manner.

A **Board of Study** is a committee that is established, within a School, for each award course or group of award courses, to guide development and delivery of courses, propose changes, recommend the introduction of new and discontinuation of existing courses, and make recommendations to the relevant Faculty Boards of Study on course matters.

A **Centrally Scheduled Examination** is an examination which is scheduled and coordinated by the University Examinations Office.
Check second marking is a moderation activity more limited in scope than second marking. In check second marking the second marker simply checks the marking procedure to ensure that administrative errors have not been made. Can be used where the subject matter involves right or wrong answers or where knowledge is so specific that a second marker cannot apply the marking criteria.

Clinical and practical units are units which require clinical or practical work placements and/or participation in laboratories, plant visits and fieldwork.

A Completion Date is the date on which a Board of Examiners determines that a student has completed all course requirements.

Conditional is an academic status determined by the Board of Examiners. The student is permitted to continue in the course and to re-enrol under such conditions as may be determined by the Head of School. The entitlement to continue in a course and to re-enrol is in all cases subject to any other restrictions or prohibitions imposed on the student (for example, a prohibition on enrolment due to outstanding fees or misconduct).

A Conferral Date is the date on which Council confers an award on a graduand.

A Core Unit is a unit that is compulsory for the student to complete within a particular course or major.

A Co-requisite Unit is a unit that must be enrolled in concurrently with another unit.

A Course Weighted Average (CWA) is a calculation of a student's weighted average percentage mark for all grade/mark units in which the student is enrolled in a course, including units credited as Automatic Credit or Designated Credit.

Credit for Recognised Learning (CRL) means credit that may be granted to a student in recognition of prior learning. This encompasses General Credit, Elective Credit, Credit Transfer, Designated Credit and Exemptions.

Deferred assessment (a DA interim result) is the formal approval by a Board of Examiners for a student to complete an outstanding assessment task for a unit at a later date.

A Assessment Extension Task is an assessment task a student granted an assessment extension is required to complete.

DEEWR is the Australian Government Department of Employment, Education and Workplace Relations.

Designated Credit is credit granted for studies provided through award courses, reciprocal exchange programs, extension and short courses registration and approved agencies and which are deemed to be equivalent in status to Curtin units.

Equity grounds, as defined in Curtin's Equal Opportunity Policy, include: sex, marital status, pregnancy, potential pregnancy, breast feeding, sexual orientation, gender history, race, nationality, colour or ethnic origin, age, religious or political conviction, impairment or disability, family responsibility or family status.

An Equivalent Unit is a unit that is equivalent to another unit but not designated as an anti-requisite unit.

An eQuiz is any computer based test where the primary goal is to provide students with practice and feedback on their learning.

An eTest refers to a computer based test, conducted online via a web browser, used to assess learning outcomes. There are two classifications:

Invigilated eTests are delivered in a controlled testing environment (at a specific location) with an invigilator present; and

Non-invigilated eTests are delivered in an uncontrolled testing environment, without supervision by an invigilator, and can generally be accessed from any location.
An **Examination** means a formal, supervised assessment activity used to assess student learning outcomes, which comprises at least 30% of the overall mark and which normally takes place at the conclusion of a study period.

An **Examination Answer Booklet** means a booklet, normally provided by the University, in which the student records answers to examination questions.

The **Examinations Office**, located within Student Central, is responsible for scheduling and coordination of centrally scheduled examinations and the release of final results.

A **Pro Vice-Chancellor** is the senior academic position in charge of a Faculty.

**Good Standing** is an academic status determined by the Board of Examiners. The student is permitted to continue in the course and to re-enrol. The entitlement to continue in a course and to re-enrol is in all cases subject to any other restrictions or prohibitions imposed on the student (for example, a prohibition on enrolment due to outstanding fees or misconduct).

A **Grade** is either a numeric code used to signify the percentile range of the mark awarded (if applicable), or an alphabetic code used to indicate the outcome of assessment or an interim status.

A **Head of School** means the senior academic position in charge of a School.

**Intra-marking moderation phase** the period from when assessment artefacts are received until the raw or initial marks have been assigned.

A **Letter of Course Completion** is an official document issued by the Academic Registrar stating that all academic requirements for the course have been met by the student.

A **Mark** means the number used to signify the percentage awarded for the assessment.

**Moderation** refers to a holistic quality assurance process directed at ensuring that assessments are marked with accuracy, consistency and fairness. The process chiefly focuses on the development of robust assessment criteria and consistent application between assessors. At Curtin moderation activities have been described in relation to the assessment lifecycle as Pre-marking moderation, Intra-marking moderation, and Post-marking moderation (see definitions).

A **Non-Award Course** means a program of study, which does not lead to a formal award. It may comprise a unit or units of study from an award course and may be counted as credit towards an award course in some cases.

A **Non Standard Study Period** means a study period other than the standard two semesters as outlined in the University Academic Calendar.

**OASIS** is an acronym for Online Access to Student Information Services, the student portal, through which students are provided with access to a wide range of eServices.

**OCC** is an acronym for the Official Communication Channel.

An **OC** is an Official Communication sent via the Official Communications Channel.

The **Official Communications Channel** is the means by which official correspondence is delivered electronically to students within OASIS.

An **Open-Book Examination** means an examination where appropriate, prescribed materials are approved to be used in the examination.

**Open Universities Australia** provides online higher education and is owned by a consortium of several Australian universities.

**QUA** is an acronym for Open Universities Australia.
Post-marking moderation phase the period from the determination of the raw mark to the communication of the result to the student.

Pre-marking moderation phase the period leading up to the date of the assessment or due date for the submission of an assessment artefact.

A Pre-requisite Unit is a unit that must be passed before the student can enrol in another specified unit.

A Reasonable Adjustment is a measure or action taken by Curtin that has the effect of assisting a student with a disability in relation to admission or enrolment, participation in a course or program, or to use facilities or services on the same basis as a student without a disability (Disability Standards for Education 2005). An adjustment is reasonable in relation to a student with a disability if it balances the interests of all parties affected (Disability Standards for Education 2005).

A Result comprises a grade and, where applicable, a percentage mark.

A Sanction is a warning that is applied to a student’s record to alert the student and staff to outstanding requirements, such as non-payment of fees or charges that may prevent the student from accessing results, re-enrolling or graduating.

Scaling refers to the process of adjusting marks after an assessment task.

A School is used in this manual as the generic term for an academic area, and covers Faculties (old usage), Schools and Departments.

A School Scheduled Examination is an examination which is scheduled and coordinated by the School, not by the University Examinations Office. School Scheduled Examinations will normally be examinations held outside the University standard examination period.

Second marking is a moderation activity involving the remarking of a student’s assessment artefact by a second marker. The second marker may be given a clear copy of the student’s work (blind second marking) or be able to see the first marker’s comments, and/or completed marking key/rubric.

A Semester Weighted Average (SWA) is a calculation of a student’s weighted average percentage mark for all grade/mark units in which the student is enrolled in any one study period. The term Semester Weighted Average is used even if the study period is not a semester (for example, Trimester).

A Standard Semester means a standard study period as outlined in the Academic Calendar, comprised of 12 teaching weeks, two one week periods free from class contact (including one study week during which no examinations shall be held) and a two week examination period.

A Student means any person enrolled in a course/unit.

A Student Identification Card (Student ID Card) means a card issued by the University which provides a variety of access, library borrowing rights and proof of identity.

Student One is the University’s central student records system in which records for all Curtin students must be maintained (with the exception of VTEC students and ELICOS students).

A Study Period is a period of time in which a unit is available for example, Semester 1, Semester 2, Trimester 1 etc.

Supplementary Assessment (an “X” interim result) is the formal approval by a Board of Examiners for a student to undertake an additional assessment task in order to provide an opportunity for the student to pass the unit.

A Supplementary Assessment Examination is an examination a student granted Supplementary Assessment is required to sit.

A Supplementary Assessment Task is an assessment task a student granted Supplementary Assessment is required to complete.
Terminated is an academic status determined by the Board of Examiners. The student is terminated from the course and is not permitted to continue in the course or to re-enrol in the course without approval from the Academic Registrar.

A Unit means a discrete entity of study within a subject area that is a component of a course.

A Unit Coordinator is the most senior academic staff member responsible for a particular unit.

A Unit Outline is a document containing essential and administrative information about a unit of study, including details of learning outcomes, assessments and schedules.

Universities Australia is the Council of University Presidents, representing Australian Universities nationally and internationally (previously Australian Vice-Chancellors’ Committee (AVCC)).

The University Academic Calendar is comprised of two standard semesters of twelve (12) teaching weeks, two (2) one week periods free from class contact (teaching free weeks), a study week during which no examinations shall be held and immediately after study week, a two-week examination period.

The University Standard Examination Period means the two week examination period at the end of each semester as outlined in the University Academic Calendar.

The Vice-Chancellor’s List recognises academic excellence and comprises students who have been selected on the basis of results from the top one percent (1%) of a course in a specified period (for example, study period or calendar period) and achieved a SWA of 85.00 or higher covering an enrolment of at least 75 credits.

Withdrawal (WD) is a notation on the Academic Transcript to indicate that the student has withdrawn from a unit after the relevant census date.

A Working Day is defined as all days Monday to Friday including all State, country and religious observances. However with the exception of the 5 day Easter observance ie Good Friday to Easter Tuesday inclusive and the 14 day University Christmas/New Year break, ie from the Monday of the first week until the Sunday of the second week inclusive.
## REVISION HISTORY

<table>
<thead>
<tr>
<th>Version</th>
<th>Approved/ Amended/ Rescinded</th>
<th>Date</th>
<th>Committee / Board / Executive Manager</th>
<th>Approval / Resolution Number</th>
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<tbody>
<tr>
<td>New</td>
<td>Approved</td>
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<td>Attachment 1 to Document No 00291/09&lt;br&gt;- Section 3 University Assessment Policy and Principles amended only</td>
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<td>30/10/2009</td>
<td>Academic Board</td>
<td>AB 275/09</td>
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<td>26/03/2010</td>
<td>Academic Board</td>
<td>AB 79/10</td>
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<td>Administratively Updated</td>
<td>17/06/2010</td>
<td>Director, Legal and Compliance Services</td>
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<td>27/08/2010</td>
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<td>Attachment 2 to Document No 01046/10&lt;br&gt;- Section 3 University Assessment Policy and Principles amended only, to take effect immediately, with exception of compliance clauses, 3.1.10, 3.2.2, 3.3.4 and 3.5.2, which will be required for all study periods commencing on or after 1 January 2011</td>
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<td>Amended</td>
<td>26/11/2010</td>
<td>Academic Board</td>
<td>AB 313/10</td>
<td>Attachment 1 to Document No 01401/10</td>
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<td>Administratively Updated</td>
<td>11/01/2011</td>
<td>Director, Legal and Compliance Services</td>
<td></td>
<td>Minor text amendment in Sections 9.1 &amp; 9.2</td>
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<td>Amended</td>
<td>25/11/2011</td>
<td>Academic Board</td>
<td>AB 197/11</td>
<td>Attachment 1 to Document No 01212/11</td>
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<td>Administratively Updated</td>
<td>16/02/2012</td>
<td>Director, Legal and Compliance Services</td>
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<td>Minor text amendments &amp; Director, Student Services changed to Academic Registrar</td>
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<td></td>
<td>Amended</td>
<td>24/02/2012</td>
<td>Academic Board</td>
<td>AB 9/12</td>
<td>Removal of Awards with Distinction section, now forms part of the Awards and Graduation Manual approved on 24/02/2012 - AB 9/12</td>
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<td>01/03/2012</td>
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<td>Minor text amendments</td>
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<td>22/02/2013</td>
<td>Academic Board</td>
<td>AB 17/13</td>
<td>Attachment 1 to Document No 00117/13</td>
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<td>Administratively Updated</td>
<td>02/09/2014</td>
<td>A/Director, Legal and Compliance Services</td>
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<td>Department name change, Professional Standards and Conduct Unit changed to Integrity and Standards Unit</td>
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<td>06/10/2015</td>
<td>Director, Legal and Compliance Services</td>
<td>EC 76/15</td>
<td>Executive Manager Title Changes</td>
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<td>Amended</td>
<td>30/10/2015</td>
<td>Academic Board</td>
<td>AB 179/15</td>
<td>Attachment A to Item 15.2 (see also Attachments B and C)</td>
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<td>Administratively Updated</td>
<td>16/01/2017</td>
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<td>Review date updated</td>
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<td>Administratively Updated</td>
<td>12/02/2018</td>
<td>Director, Legal and Compliance Services</td>
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<td>Removed clause 37.11 and updated text box on page 92</td>
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<td>Administratively Updated</td>
<td>26/02/2018</td>
<td>Director, Legal and Compliance Services</td>
<td></td>
<td>Section 8, restructure, Manager Assessment changed to Director, Course &amp; Teaching Quality</td>
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