Report to Academic Senate from the Academic Senate Assessment Policy Working Party

May 2012 Meeting of Academic Senate

1. Purpose of this report

The purpose of this paper is to provide Academic Senate with a final report on deliberations on criterion-referenced standards-based assessment and related recommendations from the Academic Senate Working Party which has been requested to draft a new University-wide policy on “assessment”. Proposals relating to other assessment matters that have been referred to the Working Party will be brought to a subsequent meeting of Academic Senate.

2. Background

The Academic Senate Assessment Working Party was established in early 2011 and now has the following membership: Anthony Cahalan (Chair); Alan Bain; Ben Bradley; Robert Coombes; Kay Plummer (replacing Dianne McGrath); Andrea Crampton; Barney Dalgarno; Megan Smith; Sandra Martin; Marian Tulloch; Joy Wallace; Kate Rose (secretariat) and three students: Richard Maher, Jessica Klemke and Dean White.

The Working Party has met on nine occasions (11 April 2011, 9 May, 19 June, 7 July, 26 September, 6 December, 31 January 2012, 26 March 2012 and 27 April 2012).

A key initial task for the Working Party was to understand current assessment policies and practices at CSU and elsewhere in the sector. Two groups of the Working Party were established to consider these issues. The first group reviewed CSU’s current Assessment Principles and Regulations in light of: their internal coherence and consistency; respect for the particular practices of the relevant disciplines; and the extent to which they are observed in the practices of assessment and scaling currently carried out in the Schools of the University. The second group examined sector-wide good practice by investigating current thinking and policy development on assessment and grading at Australian and international universities. The assessment policies of several other Australian and overseas’ universities were examined, and policy trends were discovered and considered. It was also noted that there are some excellent assessment, moderation and grading practices occurring at CSU.

Early in its deliberations, and taking into account the many positive operational improvements offered to the University through the introduction of Grade Book, the Working Party recommended to Senate that the Grade Book project not be deferred
pending the Senate’s consideration and approval of the final recommendations of the Working Party.

The Working Party spent significant time on debating the conceptual changes to the principles of assessment, as well as the workplace and cultural implications of change in this important area. Consequently the consultation and feedback processes associated with the group’s deliberations were critical. There have been eleven iterations of the draft policy, and changes have been made from feedback received from several sources including: the five Deans; Academic Senate; the CLTC and the Academic Regulations Committee of Senate; Schools and Associate Deans; individual CSU staff; and Professor Sally Kift (QUT).

3. Discussion

The key issues of the draft policy are:

a. The adoption of a criterion-referenced standards-based approach to student assessment, which means that criteria are identified and performance standards are described clearly to enable students to understand the level and amount of performance required for each assessment task. This means that the University will replace its past assessment and grading practices that are based on norm-referencing assessment approaches which assign grades based on the performances of other students in the same cohort, according to a pre-determined distribution of grades. Under the approach adopted by the draft, there will be no pre-determined failure rates for subjects, and there are no given guidelines specifying what percentage of students in a specific cohort will achieve each passing grade

b. Statements on the purposes of assessment and the key principles of assessment

c. The clarification of staff and student responsibilities. Staff responsibilities are separated into pre-assessment, during assessment and post-assessment duties

d. The roles of Academic Senate, the Faculties, the Schools and their committees in relation to the policy and its implementation

After the penultimate draft was developed, the Academic Regulations Committee of Senate was consulted on two occasions. Their views were incorporated into the draft policy and the committee also provided input for changes to the academic regulations (see attached papers).

The Working Party has some further business involving consideration of practical procedural matters such as the due dates for assignments for DE students and the academic merits and other benefits and costs of AA/AE and SX grades.

The policy’s proposed changes in CSU’s underlying philosophy on assessment will affect the work practices of staff involved in assessment and grading. There will be a cultural shift, requiring new commitments of many staff across the University driven
by a variation from exiting practices, and there will be a need for a carefully crafted implementation framework as well as support mechanisms for staff, including casual staff. In this context, the Working Party developed an outline of an implementation framework strategy which considers, inter alia:

- The new commitments of all staff emerging from the policy shift
- A framework for answering fundamental implementation questions such as building capacity to adapt to change, and ways to bring together discussions and debates across the University in an inclusive and collaborative manner
- The organisational location of roles and responsibilities relating to the policy
- The need to develop a clear unambiguous action plan with responsibilities and time lines

The Working Party believes that Academic Senate should ask the Working Party (or any other suitable group) to prepare a more detailed implementation framework for the new Assessment policy and related regulations, if they are adopted.

4. Recommendations

That Academic Senate:

(a) Approves the attached Assessment Policy for introduction in 2013
(b) Requests the Working Party to develop an implementation framework for the introduction of the Assessment Policy.

Professor Anthony Cahalan
1 May 2012
CHARLES STURT UNIVERSITY

CSU ASSESSMENT POLICY: A CRITERION-REFERENCED STANDARDS-BASED APPROACH

DRAFT VERSION 11 (1 May 2012)

1. The Scope and Purpose of this Policy

1.1 This policy applies to all course and subject offerings from 2013

1.2 The policy sets a framework of minimum quality standards for assessment within which Faculties/Schools will devise procedural guidelines for assessment and grading that are consistent with the intent and directions of this University Policy

1.3 This policy should be read in conjunction to the University’s Moderation Policy and the assessment regulations of Academic Senate.

2. Introduction and Background

2.1 This Policy has been informed by “Assessment 2020: Seven propositions for assessment reform in higher education” (Australian Learning and Teaching Council, 2010)

2.2 Charles Sturt University (CSU) is committed to providing a variety of learning environments to meet the different needs of students drawn from diverse educational, social, ethnic and economic backgrounds

2.3 Assessment is an exercise of professional judgment by staff and others, and takes place in a variety of contexts including classrooms, online and distance learning, work placements and other settings

2.4 Assessment is widely thought to be the single most important determinant of learning behaviour. It is an integral part of the teaching and learning process that contributes significantly to learning outcomes. What is assessed and how it is assessed give clear messages to students about what the University considers to be important

2.5 Assessment at CSU must cater to the needs of several stakeholders:

2.5.1 Students, who need a fair assessment process that does not place unreasonable demands on their time or competence, contributes to their learning and gives them a reputable qualification

2.5.2 Staff, who have a concern for students and a commitment to professional integrity

2.5.3 The University, which has a reputation to maintain and a budget to consider

2.5.4 The community, which must have confidence in CSU qualifications
2.5.5 Potential employers and accrediting bodies, which must be able to trust the reliability and validity of CSU qualifications

2.5.6 Government bodies, such as the Tertiary Education Quality and Standards Agency

2.5.7 External parties, including colleagues in workplace learning locations, who assist with the assessment and grading of CSU students

2.6 Assessment is the process of attributing value to the examined outcomes of any task (examination, assignment, practical and other) that a student is required to undertake and complete in order to satisfy the requirements of their studies. The application of this value may be summative (part of the official system of recording performance and grades) or formative (which provides feedback to help students to evaluate, develop their skills and improve their performance)

2.7 At CSU, assessment and grading are based on a criterion-referenced standards-based approach where assessment is aligned to pre-determined and defined criteria and related standards of skills, knowledge and competencies. Criteria and standards-based assessment practices require specific criteria and performance standards to be identified and stated so that students understand clearly the level of performance required for each assessment task. In this context, criteria are defined performance attributes to which the assessor refers when forming a judgment about the student's response to the different aspects of the assessment task. Standards describe the quality of student performance in relation to the criteria in any assessment task. The use of assessment criteria enhances transparency and consistency because expectations about student performance are made clear to students and staff. This enables students to develop better judgments about their own, and others', performances

2.8 Standards established must be aligned to the AQF level of the award and to the year of study. Students must graduate with appropriate standards of achievement

2.9 At CSU, there are no pre-determined failure rates for subjects, and there are no given guidelines specifying what percentage of students in a specific cohort will achieve each passing grade.
3. The Purposes of Assessment at CSU

The purposes of assessment are to:

3.1 Guide, encourage, evaluate and assign grades to student learning, fairly and reliably, by ensuring that assessment tasks are aligned to the desired learning outcomes which in turn reflect course and subject objectives, learning experiences and CSU curriculum principles

3.2 Discover areas of strength and weakness in a student’s knowledge and to provide feedback that will help them to improve their future understandings and performances

3.3 Encourage students to focus their efforts on developing appropriate knowledge, understandings and skills

3.4 Prepare students for life-long self-assessment and the professional judgment of others

3.5 Select students on a competitive basis, for example in determining winners of scholarships, and prizes

3.6 Measure and certify performance at the end of a course against established criteria and standards so that the level of competency is communicated externally, including to employers and accrediting bodies

3.7 Ensure that the University’s courses comply with the Australian Qualifications Framework (AQF), and assessment practices are consistent with the level of attainment required before the qualification is granted by the University.

4. Principles of Assessment

The Assessment Policy is founded on the following principles:

4.1 Assessment at CSU is criterion-referenced and standards-based where students' work is assessed against stated criteria that reflect the expected learning outcomes of the course and subject

4.2 The level of difficulty /complexity of the assessment tasks will align to, and be consistent with, the AQF requirements for the qualification level of that course

4.3 All assessment tasks and practices will be developed from a whole-of-course perspective using assessment mapping and overall the assessments must be aligned with the CSU curriculum principles.

4.4 Assessment will be sequenced and scaffolded to enable students to build progressively their capabilities and skills

4.5 Assessment requirements in subjects, including the weighting of assessment tasks and the criteria against which tasks are assessed and marked, will be communicated to students before the subject commences

4.6 In the same subject offered across different courses, modes and sessions, assessment tasks will be equivalent, and assessment processes will be fair, and consistently applied, for all students

4.7 Students will be encouraged to engage in their own education, where students manage their own learning and develop as active partners in the learning process through undertaking challenging responsibilities and making choices
4.8 Assessment will be conducted within a framework and context of academic integrity and minimises the occurrence of academic dishonesty.

4.9 The responsibilities of both staff and students should be stated clearly and unambiguously.

4.10 Wherever possible, especially in first year undergraduate subjects, students will be required to complete an item of assessment with low weighting early in the teaching period, the purpose of which is to provide feedback to students.

4.11 Students will receive adequate and timely feedback on their performances in assessment tasks.

4.12 Assessment will be complemented by appropriate and approved moderation processes.

4.13 The implementation of the Policy will be conducted by an organisational change framework, including support for staff development.

4.14 The University will ensure that student achievement in individual subjects is graded in accordance with Academic Senate’s assessment regulations.

4.15 Assessment tasks and marking will allow students to demonstrate their level of capability where differentiation between the performances of different students is required.

5. Students’ Responsibilities

Students are responsible for their own learning and for reaching appropriate standards in their studies. Students should ensure that reasonable measures are taken to satisfy assessment requirements. These include:

5.1 Ensuring that they have the necessary assumed knowledge, skills and experiences for enrolment in the subject.

5.2 Ensuring that they understand what is expected of them for each subject of enrolment (by reading carefully the online subject outline).

5.3 Ensuring they understand the requirements, including timetables, for examinations and other assessment tasks.

5.4 Completing all assigned activities, as well as preparing for those activities.

5.5 Becoming familiar, and complying, with the University’s regulations regarding academic misconduct.

5.6 Completing and submitting assigned tasks by the due date and in the required manner.

5.7 Keeping a copy of submitted assignments, where appropriate.

5.8 Collecting all marked assignments in sufficient time to learn from the feedback provided.

5.9 Obtaining assistance, including but not limited to academic and general support, as soon as it becomes clear that assistance is necessary.

6. Staff Responsibilities

6.1 Staff have the following pre-assessment responsibilities:

6.1.1 Developing assessment items with colleagues and course teams to ensure that assessment tasks are peer-reviewed before they are adopted for use.
6.1.2 Establishing valid criteria and standards of performance that are consistent with the assessment item and are aligned to the relevant learning objectives and experiences as specified in the subject outline

6.1.3 Situating assessment regimes for a subject within the assessment map for the course

6.1.4 Ensuring that, once set and communicated to students, assessment tasks will not be altered, unless approved by the Head of School

6.1.5 Communicating to students the assessment criteria and performance standards in a timely manner, before the subject offering commences. Students will be informed about: the expectations and requirements of assessment tasks; the marking criteria and standards for each assessment task, including the levels of performance required to achieve each passing grade in each task; and, the submission dates and presentation requirements of each task

6.2 Staff have the following during-assessment responsibilities:

6.2.1 Providing relevant feedback on all items of assessment. In providing feedback to students, staff will:
   • Ensure that the feedback is timely, informative and supportive
   • Ensure that marks are justified against the stated assessment criteria and standards
   • Refer relevant students to appropriate academic and support services

6.2.2 Ensuring that the University timelines and deadlines for the submission of examination papers are met

6.2.3 Gradebook will be used for recording students’ marks. Staff will submit assessment marks in Gradebook and release marks to students progressively through the teaching session, and submit final grades for processing within the required timeframe

6.2.4 Ensuring that assessment processes and grading are consistent with the University’s Moderation Policy and guidelines and that:
   • examination papers and assignments have been checked independently and contain no errors
   • the allocation of final grades in their subjects has suitable moderation checks that help to eliminate errors.

6.3 Staff have the following post-assessment responsibilities:

6.3.1 Ensuring that adequate and accurate records, of marks and grades of individual student performances in their subject, are maintained and are accessible by relevant School staff

6.3.2 Reviewing assessment tasks for their effectiveness in the assessment and grading processes

6.3.3 Recommending grades to relevant School committees

7. The Roles of Faculties and Schools and Assessment Committees

7.1 The Dean is responsible for applying this policy

7.2 The Faculty Assessment Committee is responsible for determining the grades of students in each subject

7.3 Course directors or equivalent should ensure that a “whole of course” approach is adopted for assessment tasks, including the alignment of criteria and standards to
the AQF level of the award, the level (year) of study, and the subject and course learning objectives, outcomes and learning experiences.

7.4 The Dean (or nominee) will be responsible for the assessment tasks and processes of courses and subjects taught by CSU teaching partners, in consultation with Heads of Schools.

7.5 The Head of School (or nominee), with the support of Course Directors, will ensure that assessment methods and practices of all staff, including sessional staff, comply with this Policy and the Moderation Policy.

7.6 With a view to continual improvement, School and Faculty committees regularly will review and monitor the outcomes of subject assessment and will facilitate appropriate action plans to address issues of concern.

7.7 For the responsibilities of relevant staff refer to assessment regulations G2: Delegations Assigned in the Assessment Regulations (http://www.csu.edu.au/acad_sec/academic-manual/docs/g2.pdf).

7.8 In extraordinary circumstances, the Deputy Vice-Chancellor (Academic) or nominee, in consultation with the relevant Dean, may determine the grades of individual students or of a cohort of students, and these grades will be reported to Academic Senate, along with the reasons for the determinations.

8. The Role of Academic Senate

Academic Senate is responsible for:

8.1 Approving and amending this Policy

8.2 With the assistance of the Deputy Vice-Chancellor (Academic), monitoring the implementation and regular reporting on the outcomes of this Policy.

END OF DRAFT POLICY
**APPENDIX 1: Definitions of terms**

**Assessment** is the process of ascribing value to the outcome of any work that a student undertakes whilst engaged in a course of studies.

**Assessment tasks** include, but are not limited to: essays, tests, examinations, laboratory, clinical or field practicum, projects, compilations, productions, presentations, performances, web-based discussion.

**Cohort** refers to all students correctly enrolled in a unit of study.

**Criterion referencing** is the assessment of the extent to which a student achieved the stated learning outcomes of a subject. This assessment is carried out against previously specified benchmarks (‘criteria’). Where a grade is assigned, it is assigned on the basis of the standard the student has achieved on each of the criteria. It provides a focus for teaching and learning and specifies for the lecturer and student what is required from the assessment task. In criterion referenced assessment, judgments about the quality of students’ performance are made by reference to predetermined criteria and standards and not by reference to the achievement of other students. Criterion referenced assessment differs from norm-referenced assessment in which grades are determined by reference to other students’ performance with only a certain percentage of students able to attain each grade. At CSU, assessment is not norm-referenced.

**Criteria** are specific performance attributes or characteristics that the assessor takes into account when making a judgment about the student response to the different elements of the assessment task.

**Formative assessment:** A single assessment task is formative when it provides feedback to students on how their work can be improved. In this way, the intent is to help students to monitor and reflect on their learning progress and determine where improvements can be made.

**Summative assessment:** Assessment is summative when it forms part of the final grade in a subject. The student’s work is assessed in terms of pre-determined standards so that it can be classified in terms of levels of achievement (grades).

**Norm referencing** means awarding marks and grades by reference to the performance of other students in the cohort, according to a prescribed distribution of grades.

**Moderation** means the process of reviewing and checking the marking and grading of individual assessors to achieve consistency in the application of unit objectives, performance standards and marking criteria.

**Standards** are statements describing the level of the quality of student performance in relation to the stated criteria in an assessment task. In standards-based assessment, specific criteria are established and standards (which are specified levels of the qualities of performance) are developed for those criteria for each assessment task. A student’s achievement (and marks awarded) can then be assessed by reference to their standards of performance in various aspects of the assessment task. In this way, comparisons can be made between students based on their achievement of the standards. To achieve this, staff will need to identify and articulate clearly the different levels of performance that are connected to the grade and communicate those standards to students and other staff.
1. ASSESSMENT

Assessment is the process of attributing value to the examined outcomes of any task (examination, assignment, practical and other) that a student is required to undertake and complete in order to satisfy the requirements of their studies. The application of this value may be summative (part of the official system of recording performance and grades) or formative (which provides feedback to help students to evaluate, develop their skills and improve their performance).

At CSU, assessment and grading are based on a criterion-referenced approach where assessment is based on pre-determined and defined criteria and related standards of skills, knowledge and competencies. Criteria and standards-based assessment practices require specific criteria and performance standards to be identified and stated so that students understand clearly the level of performance required for each assessment task. In this context, criteria are defined performance attributes to which the assessor refers when forming a judgment about the student’s response to the different aspects of the assessment task. Standards describe the quality of student performance in relation to the criteria in any assessment task. The use of assessment criteria enhances transparency and consistency because expectations about student performance are made clear to students and staff. This enables students to develop better judgments about their own, and others’, performances.

There are no pre-determined failure rates for subjects at CSU, and there are no given guidelines specifying what percentage of students in a specific cohort will achieve each passing grade.

1.2 Assessment Requirements
The assessment requirements must take into account the University’s requirement that a student’s engagement in the specified learning and assessment activities of a subject must be equivalent to 140-160 hours per 8 point subject per session.

1.2.1 Marking Scale for Assessment Tasks

The marking scale to apply to each assessment task in a subject will be either a numerical value or a satisfactory (SY)/unsatisfactory (US) mark.

2. RESPONSIBILITY FOR ASSESSMENT

The Faculty Board is responsible for deciding the manner in which a subject will be assessed, including whether or not a final examination will be conducted in the subject. The Faculty Assessment Committee of the Faculty Board is responsible for awarding a grade to students enrolled in a subject. (The Dean of Faculty, or the relevant Head of School, where delegated, has authority to approve late grades, changes to grades or conversions to substantive grades which require approval before the next meeting of the Faculty Assessment Committee. Such approvals are then noted by the Faculty Assessment Committee.)

2.1 Confidentiality

The University regards assessment as a confidential matter. No person involved in the process shall divulge to any unauthorised person any information about grades in any subject.

3. GRADES

The following grades are to be awarded for subjects offered by the University and in which students remain enrolled past the census date. Students who withdraw prior to the census date will not be recorded as having been enrolled in the subject (refer to clause 13 of the Enrolment Regulations).

3.1 Grading Scale

- HD: High Distinction: an outstanding level of achievement in relation to the assessment process (85%-100%);
- DI: Distinction: a high level of achievement in relation to the assessment process (75-84%);
- CR: Credit: a better than satisfactory level of achievement in relation to the assessment process (65-74%);
- PS: Pass: a satisfactory level of achievement in relation to the assessment process (50-64%);
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PT Terminating Pass
This grade was not awarded after Spring Session 1994;

FL Fail:
an unsatisfactory level of achievement in relation to the summative
assessment process providing at least one summative assessment task
has been assessed (0-49%). (See also clause 13 of the Enrolment
Regulations)

3.2 Satisfactory/Unsatisfactory

The satisfactory (SY) and unsatisfactory (US) grading scale applies to:

- subjects identified by the Faculty Boards as practical work subjects;
- coursework identified by the Faculty Boards as industrial experience
  components;
- theses or other examinable works undertaken in master programs by
  research and doctoral programs (including research and coursework
  professional doctoral programs); and
- other subjects approved by the Academic Senate on the
  recommendation of the Faculty Boards.

3.3 Bachelor Honours Dissertation Grades

From 2001, a passing grade for a bachelor honours project or dissertation shall
indicate the class of honours awarded for the dissertation. This will not
necessarily be the same as the class of honours awarded for the course overall.

Passing grades for project/dissertations are awarded as follows:

H1 Class 1
H2a Class 2, Division 1
H2b Class 2, Division 2
H3 Class 3

3.4 Other Symbols

AA Additional Assessment
The subject has been marginally failed but the student has been invited
to complete item/s of additional assessment which, if completed at the
prescribed standard, will result in the student passing the subject (see
clause 2).

AE Additional Examination
The subject has been marginally failed but the student has been invited
to sit a further formal examination which, if completed at the prescribed
standard, will result in the student passing the subject (see clause 2).

AW Approved withdrawal:
Approval was granted for the student to withdraw from the subject
without incurring a failure in the subject. This grade shall normally be
granted at any stage during the teaching session where misadventure or
extenuating circumstances are such as to prevent a student from
completing the subject within reasonable time and where the student was making satisfactory progress at the time the misadventure or extenuating circumstances occurred.

The purpose of this grade is to indicate withdrawal from a subject which the student is unable to complete for acceptable reasons.

At graduation, subjects graded AW are deleted from a graduate’s transcript (introduced in 1996).

**FW**  
**Fail Withdrawn:**  
Until December 2000 Fail Withdrawn means the student withdrew from the subject and did not apply for or was not eligible for approved withdrawal; or the student did not submit for assessment all the compulsory assessable items and/or did not sit for the final examination in the subject; or the student was granted a supplementary examination but did not sit for the supplementary examination and either did not seek special consideration for not having sat it or applied for special consideration but was not granted special consideration.

From January 2001 until the end of December 2006 Fail withdrawn means the student did not submit any of the compulsory assessment items.

From January 2007 Fail withdrawn means the student was enrolled in the subject but was not assessed on any of the summative assessment tasks (see also clause 13 of the Enrolment Regulations).

**GP**  
**Grade Pending:**  
A substantive grade must be awarded when work outstanding is submitted. Assessment must normally be finalised by no later than 12 months after the end of the session in which the GP was granted (see clause 4.4.1 and 4.5.1 below).

**IP**  
**In Progress:**  
Not yet due for final grade; subject taken over two or more sessions. The grade IP will be entered against the subject for each session except the final session when a substantive grade will be awarded.

**TA**  
**To be Assessed:**  
Result is not yet available. A substantive grade will be awarded when assessment is completed.

**NA**  
**Not Assessed:**  
The student was not assessed in this subject.

**SX**  
**Supplementary Examination:**  
A substantive grade will be awarded when the supplementary examination has been held.

**WD**  
**Withheld/Fees Due:**  
The result is withheld for administrative reasons. A substantive grade will be released when the matter is resolved.
4  INCOMPLETE OR DELAYED ASSESSMENT

4.1 Misadventure and Extenuating Circumstances

Students are advised to inform the subject coordinator of any circumstances which could adversely affect their performance in the subject.

Students who experience misadventure or extenuating circumstances (see Special Consideration Regulation 3) which will prevent them from completing the subject by the end of the session or from sitting for the final examination, may apply for a grade pending or a supplementary examination respectively.

Applications should be lodged in writing as required by Special Consideration Regulations 4.5, 4.6.1 or 4.6.2.

4.2 Supplementary Examinations

SX will be recorded on students' transcripts for subjects where they are granted permission by the Head of the teaching School on the recommendation of the Subject Coordinator to sit for a supplementary examination. (Supplementary examinations are conducted during the following end of session examination period).

4.3 Grade Pending

GP will be recorded on students' transcripts for a subject where the Head of the teaching School on the recommendation of the Subject Coordinator approves an extension of time for the students to submit assessable work in a subject; or where, through mail delays or similar reasons beyond the students' control, assessable work is not received by the due date.

4.4 Conversion to Substantive Grades

4.4.1 Time Limit for Conversion of a GP to a Substantive Grade

In the case of a GP, a substantive grade must be awarded when assessment is finalised. Unless an extension of time is granted under clause 4.5 below, a substantive grade must be awarded no later than 12 months after the end of the session in which the GP was granted.

4.4.2 Time Limit for Conversion of an SX to a Substantive Grade

In the case of an SX, a substantive grade must be awarded after the supplementary examination has been completed in the following end of session examination period.

4.4.3 Time Limit for Conversion of TA to a Substantive Grade

Heads of School will arrange to have TA grades from the previous session reviewed and converted to substantive grades at the first appropriate Faculty Assessment Committee meeting thereafter.
4.5 Extension of Time Limit

4.5.1 Grade Pending

The Dean on the recommendation of the Head of School may approve an extension of time beyond the 12 months after the end of the session in which the GP was granted to convert a GP. Such an extension may not be beyond the last day of the following Session unless the GP involves attendance at a residential school or the completion of a practicum.

Where, to satisfy a GP, a student has to attend a residential school in a subject the next time the subject is offered, the GP will stand until the subject is next offered in the distance education mode and the residential school can be attended.

4.5.2 Supplementary Examinations

(See clause 4.11.1.5 Deferral of Supplementary Examination and clause 4.11.2 Misadventure at a Supplementary Examination below).

4.6 Notification

4.6.1 Grade Pending and Supplementary Examination

The Student Administration Office will advise students whether or not a grade pending or supplementary examination has been approved as soon as a decision has been made.

Where a grade pending is approved, the Subject Coordinator will advise the students in writing of the work to be completed and the date by which it must be submitted for assessment.

4.6.2 Extension of Time Limit

Where an extension has been granted under clause 4.5 above students will be advised in writing by the Student Administration Office.

4.7 Submission of Grades

Submission of final grades by Faculties to the Student Administration Office should not be delayed by a minority of scripts or assessments for a subject being outstanding.

5. ADDITIONAL ASSESSMENT

5.1 Additional Assessment Defined

5.1.1 The Offer of Additional Assessment

Subject to the determination of a Faculty to permit additional assessment, in specified subjects offered in the schools of the Faculty, a
student who:

(a) marginally fails; or

(b) fails a compulsory assessment item (as specified in the subject outline) but otherwise achieves an aggregate mark in the subject that is over the Pass/Fail barrier

will be offered the option of completing additional assessable work which, if completed at the prescribed standard, will result in the student passing the subject

Where a Faculty has determined to offer such additional assessment in a subject then such assessment will be available to all students enrolled in the subject offered by the schools within the Faculty regardless of the course in which the student is enrolled.

5.1.2 Marginal Fail

The term "marginal fail" as used in 5.1.1 above shall mean:

(a) an aggregate mark in a subject which is marginally below the mark required for a pass in the subject;

(b) where "marginally below the mark required for a pass" is defined as a range of marks; and

(c) that range of marks is calculated as five percent of the total possible marks attainable in the subject.

5.1.3 Authority to Offer Additional Assessment

Schools, through the person to whom authority has been delegated (normally the subject coordinator), shall have discretion to determine the nature of the additional assessment offered to the student which need not be the same type of assessment item as the item failed.8

5.1.4 Available Only to Obtain a Passing Grade

A student may not be offered additional assessment in a subject where the student is marginally below the aggregate mark required for a credit or a distinction or a high distinction in the subject.

5.1.5 Use of Original Examination Papers in Additional Examinations

Unless the examination papers that were used in the original official examination in a subject were made available to all students prior to completion of the original official examination, the original official examination paper may not be used for an additional examination.

5.2 The Offer of Additional Assessment

5.2.1 Notification of Offer
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A student to be offered additional assessment in a subject will be notified of the offer by means of the grade awarded in the subject:

(a) the grade AA (Additional Assessment) will denote that the student is being offered additional assessment involving the completion of an item of assessment (which may be an assignment, an invigilated examination conducted by the School or another type of assessment) to be set by the School;

(b) the grade AE (Additional Examination) will denote that the student is being offered additional assessment involving the sitting of a formal examination administered by the Examinations Office and to be held during the next end of session examinations period,

and, upon the release of grades, will be notified, in writing by the School, of the details of the additional assessment to be undertaken should the offer be accepted (refer to clause 5.2.2 below).

5.2.2 Notification of Assessment Requirements

5.2.2.1 Additional Assessment Graded AA

A student who is offered additional assessment (graded AA) in a subject will be advised in writing by the School of the work to be submitted for assessment and the date for its submission.

In setting or extending a time limit for the completion of the work and the conversion of the AA to a substantive grade, the School shall be bound by the time limits specified for the conversion of GP grades in clause 4 above.

5.2.2.2 Additional Assessment Graded AE

A student who is offered an additional examination (graded AE) will be notified by the Examinations Office of the date and time of the examination.

5.2.3 Acceptance of the Offer

A student who wishes to accept the offer of additional assessment shall, by the date specified by the Director of Student Administration, remit the prescribed fee to the Division of Financial Services.

5.2.3.1 Late Acceptance of the Offer

The Director of Student Administration may receive and process a late acceptance of the offer of additional assessment if the reasons for lateness are compelling and, in a case involving an AE grade, if there is sufficient time available to organise the examination.
A late fee is payable where a late acceptance is received and processed. Where a late acceptance is not received and processed any fees paid shall be refunded to the student.

5.2.4 Non-Acceptance of Additional Assessment

A student who does not accept the offer of additional assessment will be graded FL or US when non-substantive grades are converted to substantive grades.

A student may apply for a review of the FL or US grade so awarded under clause 12 (Review of Grades).

5.3 Converting AA or AE to a Substantive Grade

5.3.1 Satisfactory Completion of Additional Assessment

A student who completes the additional assessment by the prescribed date and attains the required standard shall be awarded the substantive grade of PS or SY, regardless of their final aggregate mark in the subject.

Neither AA nor AE may be converted to a CR, DI or HD.

5.3.2 Unsatisfactory Completion of Additional Assessment

A student who completes the additional assessment by the prescribed date but does not attain the required standard shall be awarded the substantive grade of FL or US.

5.3.3 Failure to Complete Additional Assessment

A student who accepts the offer of additional assessment but does not complete the assessment by the specified date shall be graded FL or US in the subject unless the student applies for special consideration under clause 4 (Incomplete or Delayed Assessment).

5.4 Review of Grade AA or AE

5.4.1 Additional Assessment Completed

Where a student has accepted the offer of additional assessment and is graded FL or US after the completion of the work, the student may seek a review of the FL or US under clause 10 (Review of Grade).

In determining a review, the Faculty shall not offer the student an opportunity for further additional assessment but shall determine whether the FL or US shall stand or whether the substantive grade of PS or SY shall be awarded.

5.4.2 Additional Assessment Not Completed

Where a student has accepted the offer of additional assessment but
fails to complete the additional assessment and is graded FL or US, the student may not seek a review of grade.

5.4.3 Additional Assessment Not Accepted

Where the student does not accept an offer of additional assessment resulting from review and is graded FL or US, the student may not seek a review of grade.

6. FAILURE BEFORE THE END OF SESSION

The Head of the teaching School on the recommendation of the Subject Coordinator, Practicum Coordinator or Supervisor of a student’s project or research, may decide that a student should not be permitted to complete the subject, practicum or project/research and/or to sit for the final examination in the subject. Such a decision may be taken in cases where the student has failed to submit work in the subject practicum or project/research or has submitted work of an inferior quality such that the student will fail the subject irrespective of the standard of work which may be submitted in the remainder of the session, or the result achieved in the final examination.

In such cases, the Head of the teaching School shall recommend to the Presiding Officer of the Faculty Assessment Committee that the student be graded: FW if the student failed to submit work; or FL if the work was submitted but was not of pass standard.

Where the Presiding Officer decides to grade the student FW or FL in the subject, the Presiding Officer shall advise the Executive Director, Student Administration who will advise the student in writing and have the grade FW or FL recorded on the student’s transcript. Such decisions of the Presiding Officer shall be reported to the next meeting of the Faculty Assessment Committee.

A student receiving a Fail grade under this regulation may apply for a review of the decision under Clause 10 below.

7. NOTIFICATION OF GRADES

The only official grades are those transmitted to students with the authority of the Executive Director, Student Administration. Students will be able to access their results as soon as possible after the end of the examination period or as soon as possible after a variation to a grade. Access will be provided online.

Grades or information about performance in examinations will not be given over the telephone.

8. ACADEMIC TRANSCRIPTS

A transcript will be issued to students, without charge, when they withdraw or are excluded from a course, or when they graduate from a course.

A transcript may be purchased at any time online, or from the Student Administration Office. Please refer to the Financial Information section of the Handbook. Unofficial transcripts are available from the on-line Student Administration Office free of charge.
9. **WITHHOLDING GRADES**

The end-of-session academic transcript of students who are indebted to the University by reason of the non-payment of any fine, fee or other charge, may be withheld until the debt has been paid, or a satisfactory arrangement for payment has been made.

If an account remains unpaid after written requests for payment have been made, the Student Administration Office may notify the student that unless the account is paid by a specified date, re-enrolment will be refused or, in the case of a graduating student, graduation withheld.

10. **REVIEW OF GRADES**

10.1 **Review of Final Grades**

Wherever possible, a student who wishes to seek a review of the final grade awarded to them in a subject should consult with their Subject Coordinator in the first instance in relation to a review.

Where the Subject Coordinator is unavailable, or following consultation with their Subject Coordinator, a student may submit a formal application for a review of their final grade in a subject in accordance with the procedures below.

10.1.1 **Grounds for Review**

An application for review will be considered where:

10.1.1.1 a student claims disadvantage because the Subject Coordinator did not provide a subject outline (as required in the Subject Outline Policy); or

10.1.1.2 a student claims disadvantage because the Head of the teaching School or the Subject Coordinator varied without consultation or in an unreasonable way the assessment requirements as specified in the subject outline; or

10.1.1.3 a student claims disadvantage because assessment requirements specified in the subject outline were unreasonably or prejudicially applied to him or her; or

10.1.1.4 a student is of the view that a clerical error has occurred in the computation of the grade; or

10.1.1.5 a student claims disadvantage because due regard was not paid to evidence of illness or misadventure which was submitted during the session to explain poor performance in the subject.

Only evidence submitted as required by clause 6.1 above relating to misadventure and extenuating circumstances during the session, or as required by clause 14.8.2 (below) relating to misadventure in respect of examinations, will be reviewed in cases where a student seeks a review.
10.1.2 Application for Review

Applications stating the detailed ground(s) on which the review is sought should be made in writing to and lodged with the Student Administration Office.

A separate application should be lodged for each subject.

An application for a review of a passing grade should be accompanied by the prescribed fee which is refundable should the decision be other than that the original grade stand.

No fee is payable for an application for a review of a failing grade.

Applications must be lodged within 14 days of the date of notification of the grade. Late applications, which will be accepted only in exceptional circumstances and with the Head of the teaching School approval, must be accompanied by the appropriate late fee which is not refundable.

The deadline for withdrawal by a student of an application for a review of a final grade shall be five (5) working days after the receipt of the student’s written request by the Student Administration Office.

10.1.3 Deciding Applications

Applications for review of grades will be referred to the School Assessment Committee for recommendation to the Faculty Assessment Committee (the Dean of Faculty may receive and determine such applications in those cases where the Faculty Assessment Committee is not scheduled to meet in time for applications to be considered. Such decisions will be ratified by the Faculty Assessment Committee). In reviewing grades, the School Assessment Committee shall ensure that all components of the assessment have been included in the final grade, that these components have been added correctly and that any other grounds for review provided for in clause 10.1 above, which are raised by the applicant have been addressed. The School Assessment Committee will recommend to the Faculty Assessment Committee:

- that the original grade stands; or
- that another grade be awarded; or
- that the student be withdrawn from the subject (AW); or
- that supplementary assessment be required before a final decision is made, in which case the Head of the teaching School shall determine the nature and time of such supplementary assessment.

A review of a grade may result in a lower grade being awarded for the subject.

The decision of the Faculty Assessment Committee shall be final.
10.1.4 Notification

After determination by the Faculty Assessment Committee, applications will be returned to the Student Administration Office indicating whether a change of grade is to be made and, where the decision results in the grade remaining unchanged or a lower grade being awarded for the subject, the reason for the decision. The application fee for a review of a passing grade will be refunded when the review results in a change of grade. Notification of the decision and, where the decision has resulted in the grade remaining the same or a lower grade being awarded for the subject, the reasons for it will be conveyed to students in writing.

10.2 Review of Marks or Grades Awarded for Specific Assessment Tasks

Nothing in this clause affects the current regulations relating to the Review of Final Grades (refer to clause 10.1 above).

Wherever possible, a student who wishes to seek a review of the mark or grade awarded to them for any summative assessment task should consult with their Subject Coordinator in the first instance in relation to a review.

Where the Subject Coordinator is unavailable, or following consultation with their Subject Coordinator, a student may submit a request for a review of the mark or grade awarded to them for any summative assessment task in accordance with the procedures below.

10.2.1 Grounds for Review

A student may request the Head of School to instigate a review of their mark or grade for any summative assessment task provided that the student has first discussed the mark or grade with the subject coordinator.

10.2.2 Applications for Review

Requests for a review, stating the ground(s) on which the review is sought should be made in writing and lodged with the Head of School.

A separate request should be lodged for each summative assessment task.

A request for a review of a passing mark or grade for a summative assessment task should be accompanied by the prescribed fee which is refundable should the outcome result in a higher mark or grade for the assessment task.

No fee is payable for an application for a review of a failing mark or grade for a summative assessment task.

Requests must be lodged within 7 days of receipt of the graded assessment task.
The deadline for withdrawal by a student of an application for a review of the mark for an assessment item shall be five (5) working days after the receipt of the student's written request by the Student Administration Office.

### 10.2.3 Deciding Applications

Requests for a review of the mark or grade awarded for any summative assessment task shall be decided by the Head of School. The Head of School may determine that the student has no grounds for a review of their mark or grade (i.e. a student does not have an automatic right to a remark).

A review of a mark or grade may result in a lower mark or grade being awarded for the summative assessment task.

Notwithstanding, whatever decision is made in such a review, the student shall receive feedback indicating the grounds for the decision.

The decision of the Head of School shall be final.

### 10.2.4 Notification

Whether or not the Head of School determines to grant a request for a review, notification of the decision and the reasons for it will be conveyed to the student in writing.

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### 11. PROGRESSION AND ACADEMIC PERFORMANCE

#### 11.1 University Expectations

##### 11.1.1 Progression

The University expects a student to progress through his/her course at a rate that will enable the student to complete the course in a specified maximum time.

##### 11.1.2 Academic Performance

The University expects a student, on a cumulative basis, to pass rather than fail or withdraw from the majority of subjects in which he or she enrols.

#### 11.2 Progression through Courses

##### 11.2.1 Maximum Time

Students in a course must complete the course within a maximum time of twice the standard time specified to complete that course.

Where a course is offered in both full-time and part-time study modes, the default maximum time allowed for that course is twice the normal part-time course duration.
Where a student has re-enrolled in a course, subjects may only be carried forward (e.g. as credit) from the previous enrolment(s) with the approval of the Course Director or Course Coordinator.

1.2.1.1 Leave of Absence

Approved leave of absence in any period of four consecutive calendar years shall not be counted as sessions or trimesters of enrolment when calculating whether or not the student can complete the course in the maximum time.

1.2.1.2 Failure to Enrol

A student who fails to enrol in a session or trimester in which he or she was eligible to enrol shall be contacted by the Executive Director, Student Administration as required by Enrolment Regulation 16 and asked to indicate whether or not he or she wishes to continue in the course.

A student who wishes to continue in the course, and who is permitted to do so by the Dean, shall be placed on leave of absence for that session and clause 1.2.1.1 above shall apply to such leave.

1.3 Academic Performance

1.3.1 Satisfactory Academic Performance

Student academic progress will be evaluated using rules relating to course progression, key subjects, professional experience components of courses, performance in the first two years of study, and satisfactory completion of Bachelor Honours subjects, where applicable (refer to the Academic Progress Regulations).

The specific satisfactory progress requirements applicable to a course shall be conveyed to students in course-specific information supplied at the time of their first enrolment in the course.

1.3.2 Grade Point Average

Following the introduction of the Academic Progress regulations from 1 January 2005 it is no longer necessary for students to maintain a grade point average of 2.5 or higher in order to maintain a satisfactory level of academic performance.

The regulations pertaining to the calculation of a Grade Point Average, which are used in the determination of whether a student graduating from eligible courses shall graduate With Distinction and as a criteria in nominations for the award of a University Medal, are contained in clauses 5.2 and 6.4 of the Graduation Regulations.
### 3.2.1 Calculating the GPA

A numeric value is assigned to each grade:

- High Distinction: 7
- Distinction: 6
- Credit: 5
- Pass: 4
- Terminating Pass: 3
- Fail: 0
- Fail Withdrawn: 0

The GPA is calculated as follows: For each subject, the numeric value of the grade obtained is multiplied by the point value of the subject. The sum of the figures thus obtained is then divided by the sum of the point values of the subjects.

This can also be expressed in the formula:

$$\text{GPA} = \frac{\sum[(\text{point value of subject}) \times (\text{numeric value of grade})]}{\sum(\text{point value of subject})}$$

The GPA is calculated correct to two decimal points. The maximum GPA is 7.00; the minimum GPA is 0.00.

### 3.2.2 Subjects Included in the GPA

All subjects graded:

- HD High Distinction;
- DI Distinction;
- CR Credit;
- PS Pass;
- PT Terminating Pass;
- FL Fail; and
- FW Fail Withdrawn

which are a part of the course, shall be included in the calculation of the GPA. This includes subjects for which graded credit has been approved and failed subjects which may have been passed at a later attempt.

### 3.2.3 Subjects Not Included in the GPA

Subjects not included in the calculation of the GPA include subjects for which ungraded credit has been granted; subjects which are additional to course requirements; and subjects which are graded:

- SY Satisfactory
- US Unsatisfactory
- AW Approved Withdrawal
- IP In Progress
1.4 Reviewing Progression and Academic Performance

1.4.1 Review

A review of student’s academic progress shall be conducted by the Division of Student Administration after the conclusion of each session.

The rules for determining satisfactory academic progress shall be used to review student progress and are detailed in clause 3 of the Academic Progress Regulations.

1.4.2 Liability for Exclusion

A student who fails to maintain satisfactory academic progress shall be reviewed in accordance with clause 3 of the Academic Progress Regulations which may result in the student being excluded.

1.4.2.1 Review by the Faculty

To be identified for review by the Faculty a student shall have:

(a) a grade point average of less than 2.5; and/or

(b) passed subjects of fewer than thirty-two points in the last four sessions or trimesters of enrolment; and/or

(c) been graded AW in fifty percent or more of the points attempted in the last two calendar years of enrolment.

1.4.3 Professional Experience

Students who are determined to be at risk of failing professional experience or compulsory fieldwork requirements shall be advised of their “at risk” status and counselled as soon as practicable upon deficiencies being detected and normally prior to the halfway point of the professional experience or compulsory fieldwork requirement.

12. RESIDENTIAL AND OTHER SCHOOLS

12.1 Compulsory and Optional Schools
As part of their assessment in a subject or a course, distance education students may be required to attend residential or other schools. Some of these schools will be compulsory, others will be optional.

12.2 Exemption from Attendance

12.2.1 Application

Students may apply in writing to Student Services for exemption from attendance at a compulsory residential or other school. Applications must be in writing and be made prior to the commencement of the school.

12.2.2 Deciding Applications

Subject Based Schools

Applications will be decided by the Head of the teaching School on the recommendation of the Subject Coordinator.

Course Based Schools

Applications will be decided by the Course Director or Course Coordinator.

Grounds for Approving Applications

Applications will normally only be approved on the following grounds:

- misadventure or extenuating circumstances (see Special Consideration Regulation 3); or
- where students are re-enrolling in a failed subject and have satisfactorily completed the residential school requirements when first enrolled in that subject; or
- where students have already completed the work to be taught at the residential school.

12.2.3 Notification

The result of applications will be conveyed to students in writing by Student Services.

12.3 Failure to Attend Schools

12.3.1 Show Cause

Students who fail to attend a compulsory school and who have not been exempted from attendance will be asked by Student Services to show cause why they should not be withdrawn from and failed in the subject (ie graded FW). Where misadventure or extenuating circumstances have prevented attendance, students should consult the Special Consideration Regulations before showing cause.
12.3.2 Deciding Cases

12.3.2.1 Course-Based Schools

Show cause cases relating to course-based schools shall be decided by the Course Director or Course Coordinator who may decide that the student:

(a) be granted exemption from attendance; or

(b) be required to attend the school the next time it is offered; or

(c) be placed on probation and be required under probation to attend the school the next time it is offered; or

(d) be asked to show cause to the Dean why he or she should not be withdrawn from the course.

Where a student fails to show cause the Course Director or Course Coordinator may in such cases decide one of the courses of action a)-d) above in respect of the student.

12.3.2.2 Subject-Based Schools

Show cause cases relating to subject-based schools shall be decided by the Head of the teaching School who may decide that the student:

(a) be granted exemption from attendance; or

(b) be granted approved withdrawal from the subject (AW); or

(c) be granted a grade pending (GP) in the subject; or

(d) be withdrawn from the subject and failed (FW).

Where a student fails to attend a subject-based compulsory school which is held prior to the start of the session (usually in February or July) the Head of the teaching School may decide that the student:

(a) be granted exemption from attendance; or

(b) be withdrawn from the subject in which case the subject will be deleted from the student's transcript; or

(c) be allowed to remain enrolled in the subject in which case the student will be graded GP in the subject at the end of the session provided the other requirements of the subject have been passed, and the GP shall stand
until the next scheduled compulsory school in the subject is attended.

Where a student fails to show cause the Head of the teaching School may in such cases decide one of the courses of action a)-d) or a)-c) above as appropriate in respect of the student.

12.3.3 Notification

Decisions will be conveyed in writing to the student by Student Services.

ASSIGNMENTS

13.1 General Matters

13.1.1 Definition

An assignment is any piece of work listed in the Assignment Information section of a subject outline which a student is required to complete to satisfy the requirements of the subject. Refer to the Subject Outline Policy for guidelines for subject outlines.

13.1.2 Timely Feedback

The University recognises the importance of providing students with timely feedback on their progress in their studies. It has, therefore, resolved that all assignments submitted during a session shall be returned to students in timely fashion and shall contain adequate feedback and a grade or mark.

Further, where an assignment is directly relevant to an examination, assignments that have been submitted by the due date shall normally be returned to students at least one week before the examination is held.

13.1.3 Privacy

13.1.3.1 The University's Obligations

The University regards the assignments submitted by students as private. As such an assignment shall not be shown or made available to anyone by the University, other than to staff involved with its processing or marking, without the student's permission.

Assignments which are by their nature public (e.g. seminar presentations, group activities, performances involving an audience, artworks submitted for exhibition) shall be regarded as private to the extent that they shall not be made available to a wider audience by way of audio or visual or other recording without the student's permission.

13.1.3.2 Students' Obligations
Students should take reasonable steps to avoid the possibility that their assignments will be plagiarised.

Plagiarism is using or attempting to use another person’s work without acknowledgement. The phrase “using another person’s work” includes, but is not limited to:

- paraphrasing the work of another person;
- directly copying any part of another person’s work;
- summarising the work of another person;
- using or developing an idea or theme derived from another person’s work;
- using experimental results obtained from another person’s work; and
- in the case of collaborative projects, falsely representing the individual contributions of the collaborating students where individual contributions are to be identified.

13.1.4 Confidentiality of Grades or Marks

The grade or marks awarded for an assignment and the comments of staff regarding the assignment shall be confidential to the student or students who submitted the work and to the staff involved with its processing or marking and shall not be disclosed to any other persons without the students’ permission.

Feedback given to a student by staff or by other persons in group situations (e.g. seminar presentations, role plays, auditions) shall be confidential to those taking part in the assignment activity and shall not be disclosed to any other persons without the student’s permission.

However, so that students can gauge the level of their performance in relation to the performance of other students who completed the assignment, subject coordinators may provide information on the distribution of grades or marks provided confidentiality is respected.

13.1.5 Assessment Criteria and Standards

Where detailed assessment criteria and standards for an assignment have been given to markers (excluding assignments where the only criteria is to produce the correct answer) prior to marking the assignment, these criteria and standards must be communicated to students prior to them submitting their completed assignments.

13.2 Receipt of Assignments

13.2.1 Distance Education Mode

Except as provided for in clauses 13.7 and 13.8 below, all assignments for subjects studied in the distance education mode must be either submitted by CSU Interact online assignment submission system or submitted by mail to the Division of Learning and Teaching Services in
Wagga or be hand-delivered to the blue mail boxes located on the Albury, Bathurst or be hand-delivered to the blue mail boxes located on the Albury, Bathurst, Dubbo, Orange and Wagga campuses. Assignments may only be received by academic or other staff with the approval of the Division of Learning and Teaching Services on the recommendation of the Head of the teaching School.

13.2.1.1 Receipt Date

The receipt date of a distance education mode assignment is the date it is received by the online assignment submission system, the Assignment Section of the Division of Learning and Teaching Services or in a blue mail box or as provided in clauses 13.8 and 13.9 below.

The Division of Learning and Teaching Services shall record the receipt date of the distance education mode assignments on a database. Should the Division of Learning and Teaching Services grant approval to a particular staff member or office to receive assignments, the staff member or office shall provide details of those receipts to the Division of Learning and Teaching Services for recording on the database.

13.2.2 Internal Mode

Except as provided for in clauses 13.8 and 13.9 below, all assignments for subjects studied in the internal mode must be submitted either by the CSU Interact online assignment submission system or in accordance with the instructions for the submission of assignments in the subject outline or issued separately by the subject coordinator.

13.2.2.1 Receipt Date

The receipt date of an internal mode assignment is the date it is received at the location specified under clause 13.2.2 above or as provided in clauses 13.8 and 13.9 below.

13.3 Due Date for Assignments

The subject outline shall contain the due date for assignments which is the date by which each compulsory and/or optional assignment must be received at the locations required by clause 13.2 above.

13.4 Return of Assignments

13.4.1 Distance Education Mode

All marked distance education mode assignments shall be returned to students either directly by academic staff through the CSU Interact online assignment submission system or by mail by the Division of Learning and Teaching Services. Assignments shall not be returned to students by academic or other staff other than through the CSU Interact online assignment submission system without the approval of the Division of Learning and Teaching Services.
Learning and Teaching Services on the recommendation of the Head of the teaching School.

The Division of Learning and Teaching Services shall record the return date of all distance education mode assignments on a database. Should the Division of Learning and Teaching Services grant approval to a particular staff member or office to manually return assignments, the staff member or office shall provide details of those returns to the Division of Learning and Teaching Services for recording on the database.

13.4.2 Internal Mode

All marked internal mode assignments shall be returned directly to students by the CSU Interact online assignment submission system or in class or be made available for collection by students in person but shall not be left for collection from public areas or be returned to them in other unsupervised ways. The procedure for the return of assignments shall be printed in the subject outline or issued separately by the subject coordinator.

Internal mode assignments not collected by students may be destroyed four months after the end of the session in which the assignment was submitted as required by the Student Records Disposal Schedule.

13.5 Return Date for Assignments

The subject outline shall contain the return date for assignments. In the case of internal mode assignments the return date is the date the marked assignment is available for collection. In the case of distance education mode assignments the return date, is the latest date by which the marked assignment shall be mailed from the University or returned through the CSU Interact online assignment submission system.

The return date shall be no later than 21 days after the due date for the assignment.

13.5.1 Assignments Received Late

The return date for an assignment received after the due date shall normally be 21 days from the receipt date.

13.6 Late Return of Assignments

13.6.1 Returns up to 14 Days Late

13.6.1.1 Distance Education Mode

Schools shall advise the Assignment Section of the Division of Learning and Teaching Services of the reasons for the delay when a distance education mode assignment cannot be returned within the 21 day period stipulated in clause 13.4 above. The Division of Learning and Teaching Services shall
use that information to answer enquiries from students under clause 13.7 below.

### 13.6.1.2 Internal Mode

The subject coordinator shall advise students at a class or in some other way if an internal mode assignment cannot be returned within the 21 day period stipulated in clause 13.5 above.

### 13.6.2 Very Late Returns

#### 13.6.2.1 Distance Education Mode

Where a distance education mode assignment is not returned within 35 days of the due date the Division of Learning and Teaching Services shall notify the Head of the teaching School who shall:

(a) write to the student(s) affected within 7 days of the notification from the Division of Learning and Teaching Services, advising them of the delay and of any action taken to have the assignment returned to them; and

(b) provide a copy of the advice to the Division of Learning and Teaching Services.

#### 13.6.2.2 Internal Mode

Where an internal mode assignment is not returned within 35 days of the due date the subject coordinator shall notify the Head of the teaching School who shall within 7 days of the notification issue a statement to students advising them of the delay and of any action taken to have the assignment returned to them.

### 13.7 Student Enquiries and Concerns

#### 13.7.1 Distance Education Mode

##### 13.7.1.1 Enquiries

Students who wish to enquire about the return of a distance education mode assignment shall contact the Student Central in the first instance.

##### 13.7.1.2 Concerns Regarding Late Returns

Students concerned that a distance education mode assignment was not mailed to them within 21 days of the due date (or within 21 days of its receipt date, if it was received late) and wish to have the matter investigated shall contact Student Central which shall, if it does not already know the
reasons (see clause 13.6 above), consult with the subject coordinator and/or the Head of the teaching School and report its findings to the student.

13.7.2 Internal Mode

13.7.2.1 Enquiries

Students who wish to enquire about the return of an internal mode assignment shall contact the subject coordinator in the first instance.

13.7.2.2 Concerns Regarding Late Returns

Students concerned that an internal mode assignment was not returned to them within 35 days of the due date (or within 35 days of its receipt date if it was received late), who have not been advised as to the delay under clause 13.6.2.2 above may contact the Head of the teaching School who shall investigate the matter and advise the student accordingly.

13.8 Reporting to Academic Senate

The following reports shall be compiled for distance education mode assignments:

(a) a confidential report by subject on the performance of each School shall be prepared by the Division of Learning and Teaching Services at the end of each session and forwarded to the Head of the teaching School;

(b) an aggregated report prepared by the Division of Learning and Teaching Services for Academic Senate which shows on a University-wide basis the number and percentage of late returns and the number and percentage of subjects with late returns;

(c) the reports referred to in a) and b) above shall as a minimum report on four categories of assignments:

• those that were returned on time (ie, were despatched to students within 21 days of their receipt);

• those that were returned late but for which the Head of the teaching School deems there was a reasonable explanation for lateness and reports this to the Division of Learning and Teaching Services for recording;

• those that were returned late and for which there was no explanation for lateness or the explanation was deemed by the Head of the teaching School to be unreasonable;

• those that were returned late due to administrative delays in the Division of Learning and Teaching Services.
14. EXAMINATIONS

14.1 Responsibility for Official Examinations

The Executive Director, Student Administration is responsible for the conduct of all official examinations of the University. Official examinations are those conducted in the examination periods at the end of each session.

14.2 Examination Periods

In sessions 1 and 2, a two-week period will be set aside at the end of the teaching period for the conduct of official or final examinations (including supplementary and additional examinations). Examinations may be held during this period on a Saturday and in the evening. In session 3 a one-week period will be set aside at the end of the teaching period for the conduct of official or final examinations (including supplementary and additional examinations).

The examination periods for each session will be specified each year in the Principal Dates.

14.3 Length of Official Examinations

The standard length of time for an official examination is two hours. However, a Dean of Faculty may approve that an official examination be for a longer period (ie: three hours or more) when required, especially for professional accreditation reasons.

14.4 Examination Timetable

14.4.1 Preparation

The Examinations Office shall publish an examination timetable for all subjects in which there is a final examination, supplementary or additional examination.

14.4.2 Examination Clashes

Students with an examination clash are required to notify the Examinations Office. Such notification should be in writing and must be submitted not later than the date specified for objection to the Examination timetable.

Where students are affected by an examination clash, one of their examinations may be rescheduled such that they can take both examinations on the same day. Students will be supervised during the break between such examinations.

14.4.3 Objections to the Examination Timetable

(d) a report prepared by the Division of Learning and Teaching Services each session for Academic Senate on the outcome of investigations regarding the late return of assignments under clause 13.7.1.2 above.
Students may lodge an objection to an examination timetable if:

- they are required to sit for more than 2 examinations in one day; or
- they have an examination clash; or
- there is a religious observance which prevents them from sitting an examination on a particular day.

Objections must be lodged in writing with the Examinations Office within five business days of publication of the examination timetable.

The examination timetable will be amended to remedy such situations.

14.4.4 Maximum Number of Examinations in an Examination Period

Normally a student may be expected to sit for a maximum of up to six examinations (including final and/or supplementary examinations) in an examination period.

Where a student is scheduled to sit for more than six examinations in an examination period the Examinations Office will notify the relevant School(s) so that consideration may be given to providing alternative assessment arrangements to the student for the extra examinations.

14.5 Strict Observance of Timetable Required

Except where a supplementary or special examination is approved, students may not take a final examination at any time other than on the day and at the time it is timetabled. Students sitting examinations in a different time zone to eastern Australia will commence their examinations at times approved by the Examinations Office.

14.6 Examination Centres

14.6.1 Internal Students

Internal students are expected to attend their examinations at the University except where course requirements necessitate their absence from the University during the examination period.

14.6.2 Distance Education Students

Distance education students living within 120 kilometres of an established examination centre are expected to attend that centre.

14.6.3 Overseas Centres

Students using overseas examination centres may be required to meet all costs associated with such examinations.

14.6.4 Invigilators

Where an examination centre is established, the University will appoint a Presiding Invigilator and such other invigilators necessary to
supervise the conduct of the examinations. The University shall meet any cost of the invigilation at examination centres.

14.6.5 Invigilation Charges

In the case of individual examinations conducted outside the University and its established examination centres, the cost of providing an invigilator may be charged to the students concerned.

14.7 Change of Examination Centre

14.7.1 Internal Students

14.7.1.1 End of Session Examination

Internal students who because of course requirements will be absent from the University during the examination period must apply to the Examinations Office at least six weeks before the start of the examination period, to sit their examination at another centre.

14.7.1.2 Supplementary Examinations

The Executive Director, Student Administration after consultation with the Head of the teaching School, may permit an internal student to sit for a supplementary examination at an external examination centre or at a different campus of the University.

14.7.2 Distance Education Students

Distance education students must apply to the Examinations Office at least six weeks before the start of the examination period to change their examination centre. A change of address does not automatically bring about a change of examination centre.

14.7.3 Fees for Late Examination Centre Changes

Requests for a change of examination centre received within six weeks of the start of an examination period will be processed in time for that examination period if accompanied by the appropriate late fee. Requests received within two weeks of the examination period will be processed only in exceptional circumstances and with the approval of the Executive Director, Student Administration.

14.8 The Conduct of Examinations

14.8.1 Examination Materials

14.8.1.1 Materials to be supplied by candidates

Candidates shall provide their own writing instruments at
an examination and may provide for their own use any approved items or materials to be supplied by candidates.

The University shall not supply instruments items or materials which are designated to be supplied by candidates.

14.8.1.2 Materials Not Normally Permitted in an Examination

Unless advised to the contrary for a particular examination, candidates shall not take the following materials or items in to the examination room:

- writing, blotting, tissue or other paper;
- dictionaries excepting multi or bi-lingual general dictionaries;
- textbooks and other reference material;
- calculators;
- electronic devices including diaries, organisers, dictionaries, laptop or palmtop computers;
- mobile telephones or other communication devices.

14.8.1.3 Conditions Applying to Items or Materials Permitted in Examinations

Where some of the materials or items in clause 14.8.1.2 above are permitted in a particular examination, the following conditions will apply:

- calculators - must be portable, silent, self powered and fit on a standard examination table and must be used for numerical calculations only;

- texts and references must be limited to those specified for the examination and may be subject to further restrictions imposed by the subject convenor. Such restrictions will be printed on the examination paper;

- dictionaries - where dictionaries are permitted in a particular examination they must be in printed not electronic form. The dictionaries must contain no notes or other annotations.

- Candidates may use multi or bi-lingual general dictionaries in any examination other than those where such dictionaries are specifically prohibited.

Multi or bi-lingual dictionaries can be prohibited from any examination where:

- the subject is a language subject;
• it can be shown that a candidate will derive an unfair advantage that outweighs any possible disadvantage arising from the prohibition;

• clear and concise notice of the prohibition is given on the course outline for that subject;

• such a prohibition has been approved by the Dean of the teaching Faculty on advice of the Faculty Board.

### 14.8.2 Unauthorised Examination Materials

All materials taken into an examination room shall be subject to checking as follows:

(i) a check for unauthorised material will commence when students enter the examination room;

(ii) once students are seated, the principal invigilator will advise students that their examination materials are being checked and will ask them to check that they have not brought into the examination room any unauthorised material and that if they have, to raise their hand so that it can be collected from them before reading time commences;

(iii) checking for unauthorised material will continue during reading time, at which time such unauthorised material will be removed from students; and

(iv) where materials suspected of being unauthorised are discovered after the commencement of the examination itself, the student will be permitted to retain them for the duration of the examination but at the end of the examination the materials will be held by the principal invigilator and submitted to the Manager of the Examinations Office with an Incident Report.

Where unauthorised material is deemed to have been used, the matter will be investigated under the Student Academic Misconduct Policy.

### 14.8.3 Means of Identification

Candidates shall bring with them to the examination room their University identity card. Students shall produce or keep displayed their card in accordance with any direction given by notice displayed in the examination room, by direction of an examination book, or by the Presiding Invigilator. If the University identity card is not available, then a passport, driver's licence, or some other means of identification which bears the candidate's signature and photograph must be produced.

Where a student is unable to provide an approved means of personal identification at an examination, the following procedures apply:
(i) the Presiding Invigilator shall request the student to provide personal information on the prescribed form which shall be attached to the student's worked examination script;

(ii) the form, appropriately checked and annotated by the Examinations Office will be forwarded to the Head of the teaching School for information;

(iii) if on the basis of the annotated form the Head of School has reason to believe that the person who sat the examination was not the student, the matter shall be referred to the Dean for investigation under the Student Academic Misconduct Policy.

14.8.4 Bags and Personal Effects

Candidates may take into the examination room a small handbag, a wallet or purse which must be placed on the floor under the candidate’s desk. Briefcases, attaché cases, shopping bags and other property or personal effects must not be taken into the examination room but may be left, at the owner’s risk, in an area set aside for such items.

14.8.5 Reading and Writing Time

14.8.5.1 Reading Time

Reading time for all examinations shall be ten (10) minutes. The Dean of Faculty may approve a longer reading time for an examination where it is required for professional accreditation reasons.

14.8.5.2 Writing Time

Writing during reading time is permitted in examinations. No additional time at the end of an examination will be provided for completion of examination administrative paperwork.

14.8.6 Admission to the Examination Room

The doors of the examination room will be opened in sufficient time prior to the commencement of all examinations to enable candidates to take advantage of reading time allowed. At the conclusion of reading time the invigilator will direct candidates to complete the attendance slip and to commence the examination. Candidates for an examination shall, upon entering an examination room, proceed without delay to such place as they are directed by the invigilator to occupy for that examination.

14.8.7 Late Admission to the Examination Room

Candidates may be admitted late to an examination room. Such candidates will not be given an extension of time to complete the examination. Only in exceptional circumstances will candidates be...
admitted more than 30 minutes after the start of an examination and their names shall be reported to the Examinations Officer by the Presiding Invigilator.

14.8.8 Communication in the Examination Room

Candidates shall not have any communication whatsoever with other candidates from the time of entering until leaving the examination room. Candidates wishing to communicate with an invigilator shall do so by raising their hand and waiting for attention.

14.8.9 Instructions to Candidates

Candidates shall observe all instructions issued by an invigilator and all instructions printed on the attendance slip, examination paper, answer booklets or answer sheets.

14.8.10 No Smoking, Eating or Drinking

Smoking, eating or drinking is not permitted in an examination room.

14.8.11 Departure from the Examination Room

Candidates shall not leave an examination room (except in the case of illness when they shall be accompanied by an invigilator) within the first 30 minutes of the examination. Likewise, candidates shall not leave an examination room during the last 15 minutes of the examination.

14.8.12 Removal of Material from the Examination Room

Candidates shall not remove from an examination room any writing paper or other issued material during a temporary absence from the examination room, nor at the conclusion of the examination. Any material so removed will be automatically void.

An exception to this is examination question papers printed on white (not coloured) paper which may be removed by candidates at the end of an examination.

14.8.13 Leaving an Examination Room during an Examination

14.8.13.1 Without Supervision

Candidates who leave an examination room without supervision shall not be permitted to re-enter the examination room until the examination session is concluded and all other candidates have left the examination room.

14.8.13.2 Under Supervision

Candidates may seek permission to temporarily leave an examination room. Such absences shall be granted
subject to the candidate being supervised while absent and on condition that the candidate is not granted extra time in which to complete the examination.

14.8.14 Conclusion of the Examination

The Presiding Invigilator shall indicate when 30 minutes of examination time remains. On the announcement, "stop writing", candidates will stop writing immediately and remain seated until the answer booklets and papers have been collected by an invigilator.

14.8.15 Disruption/Disturbances in the Examination Room

If, in the opinion of the Presiding Invigilator, a candidate’s behaviour is such as to disturb or distract any other candidate, the Presiding Invigilator may require the offending candidate to leave the examination room and will report the circumstances in writing to the Executive Director, Student Administration as soon as possible.

14.8.16 Penalty for Misconduct at Examinations

Alleged breaches of discipline and misconduct at an examination will be referred to the Dean of the teaching Faculty for investigation and decision as provided for in the Student Academic Misconduct Policy.

14.9 Special Consideration

14.9.1 Misadventure and Extenuating Circumstances

Note: this clause applies only to events during the examination period and the preceding week. Misadventure which occurred earlier in a session is covered in Assessment Regulation, clause 4 (above).

Where students:

• were prevented by misadventure or extenuating circumstances from attending an examination in a subject; or

• immediately prior to an examination suffered misadventure or extenuating circumstances which they believe seriously prejudiced performance at the examination; or

• were to a substantial degree adversely affected by misadventure or extenuating circumstances during the course of an examination,

they should report the matter on an Incident Report form or in writing as required by Special Consideration Regulation 4.6.

Where a report is made in writing it must be received by the Examinations Office within three days of the date of the examination (excluding weekends and public holidays) (or within such further time as the Head of the teaching School may in special cases permit).
Where students are personally unable to take the action required by this clause, other persons may report the circumstances on the students' behalf.

As Admission Regulation 5.5 expects a level of proficiency in the English language, it is expected that the level of proficiency will be of a standard whereby a student is able to undertake examinations in normal conditions.

Reports of misadventure and extenuating circumstances must be documented as required in Special Consideration Regulation 5.14

### 14.9.2 First Year Identifiable Minority Groups

First year students in identifiable minority groups who may be disadvantaged in examination venues may apply in writing to the Examinations Office after admission but no later than six weeks before the commencement of an examination period, for the use of an alternative non-threatening venue for their examinations.

The student’s application must specify how the examination venue is likely to adversely affect the student’s ability to take their examination.

Applications for an alternative non-threatening examination location will be referred by the Examinations Office to the Presiding Officer of Academic Senate for approval.

The determination of the Presiding Officer of Academic Senate will be final.

### 14.9.3 Breastfeeding

The University will provide flexible arrangements to accommodate a student who needs to breastfeed a child during the examination period within the constraints of the available facilities.

A student who is unable to make alternative arrangements with regard to breastfeeding a child during an examination should apply in writing to the Examinations Office for special provisions no later than six weeks before the commencement of an examination period. Students who are unable to give the required six weeks' notice should nevertheless contact the Examinations Office who will assess the application and make every effort to provide suitable arrangements.

In the first instance, the student should consider taking a supplementary examination at a later date when the child may be old enough to be left for a longer period without feeding.

Where the student chooses to sit the examination and take a break to breastfeed, the University will attempt to provide suitable arrangements. These will include:

- depending on the facilities available, a separate room,
extra time according to the time taken to feed the child; and

supervision while feeding the baby.

Children will not be allowed into the main examination room at any time.

14.9.4 Special Conditions in Examinations

The Disability Discrimination Act 1992 and the associated Disability Standards for Education 2005 apply to students with special needs. As a consequence the University has developed the Policy on Reasonable Adjustment (http://www.csu.edu.au/adminman/stu/student.htm) and associated procedures for implementing reasonable adjustments for students with a disability.

Students with a disability who require special arrangements in an examination in order to accommodate their disability may apply to the Disability Service for special conditions in an examination. Special conditions include but are not limited to additional time, rest breaks, adjustments to the colour and font size of an examination paper, writing assistance, reading assistance, and use of adaptive software.

14.9.4.1 Application for Special Conditions

Students with a disability who wish to apply for special conditions in an examination should refer to the guidelines for information about the type of special conditions that they may apply for. Applications must be supported by documented evidence (i.e. medical certificates, in the form prescribed by the Executive Director, Division of Student Administration, reports from registered health practitioner) in order to be considered.

For intra-session tests, students must submit their application by the end of the second teaching week of session. For end of session examinations, applications must be lodged by week 6 of the teaching session.

14.9.4.1.1 Deciding Applications

The Disability Liaison Officer, Division of Student Services, will determine applications from students with a disability for special conditions in an examination, where the special conditions requested require minimal alteration to the conditions under which the examination is conducted (eg: rest breaks during exam, scribes, special lighting etc).

The Head of the teaching School, in collaboration with the Disability Liaison Officer, Division of Student Services, will determine applications from students with a disability for special conditions in an examination, where
the special conditions requested require alteration of the method of assessment (eg: additional time to complete the examination in excess of 15 minutes per hour, restructuring examination questions etc).

14.9.4.1.2 Late Applications for Special Conditions
If a student suffers extenuating circumstances after the deadline for applying for special conditions, they should apply directly to the Manager, Access and Work or delegated Officer, together with supporting evidence. The Manager, Access and Work or delegated Officer will review the information and make a determination about special conditions that may be appropriate.

14.9.4.2 Request for the Review of a Determination
A request for a review of a determination to grant special conditions in an examination or intra session test can be requested by the student making the request for assistance, a Head of School or the Director, Student Administration. Requests should be lodged in writing to the Manager, Access and Work. The review request will be assessed by an independent panel, comprising of the Executive Director Student Services or nominee, the Executive Director Student Administration or nominee and the University Ombudsman. The decision of the review will be advised in writing.

14.9.4.3 Using Approved Conditions
Students who are granted special conditions in an examination must present at their examination venue with a copy of the approved variations. Failure to provide the required documentation at the venue may result in the removal of the approved conditions for that examination.

Students who do not need to utilise the conditions approved for them during an examination will revert to regular examination conditions. Students will be given an opportunity prior to the examination to determine whether they wish to proceed with the approved conditions on that occasion.

14.10 Deciding Applications for Special Consideration
14.10.1 Misadventure and Extenuating Circumstances
Applications for special consideration lodged under clause 14.9.1 above shall be referred to the Subject Coordinator who may take into account...
the circumstances when the School Assessment Committee is formulating a recommendation on the student's final grade in the subject to the Faculty Assessment Committee or who may recommend to the Head of the teaching School that:

- a supplementary examination be granted for the student; or
- a grade be awarded on some other basis; or
- no action be taken and the student's performance stand.

### 14.10.1.1 Applications Not Normally Approved

Applications for special consideration lodged under clause 14.9.1 above will not normally be approved if they fail to satisfy the requirements of Special Consideration Regulation 3 or where:

- a student's routine work commitments prevent attendance at an official examination; or
- a student missed an official examination by misreading the examination timetable.

### 14.11 Supplementary Examinations

#### 14.11.1 Supplementary Examinations

##### 14.11.1.1 Definition

Supplementary examinations are examinations granted on the basis of misadventure or extenuating circumstances which prevented a student sitting an official examination or which adversely affected the student's performance in an official examination.

##### 14.11.2 Examinations Office to Conduct

Where supplementary examinations are approved under clause 14.10.1 above, the Examinations Office will advise students in writing and will conduct the examinations.

Supplementary examinations are conducted during the following end of session examination period.

##### 14.11.3 Standard and Weighting

A supplementary examination shall:

- have the same weight in determining the final grade in the subject as the official examination;
- be of a standard of difficulty equivalent to that of the official examination.

##### 14.11.4 Use of Original Examination Papers
An examination paper that is used in an official examination in a subject may not be used for a supplementary examination (SX) or additional examination (AE) in that subject, except in those cases where the original examination paper was provided to all students in the subject in their subject materials.

### 14.11.1.5 Deferral of Supplementary Examinations

A student may not apply to defer a supplementary examination. Where a student, for acceptable reason, is unable to sit for a supplementary examination on the date and time scheduled the Head of School, in consultation with the Subject Coordinator, shall prior to the end of the subsequent session, arrange for the student to complete an alternative assessment item or recommend that a substantive grade be awarded in the subject.

### 14.11.2 Misadventure at a Supplementary Examination

Where a student suffers misadventure or extenuating circumstances at a supplementary examination, the Subject Coordinator shall recommend to the Head of the teaching School that:

- the student be granted approved withdrawal (AW); or
- a grade be awarded on the basis of performance in the supplementary examination; or
- in exceptional circumstances a grade be awarded to the student on some basis other than performance in the supplementary examination eg: completion of an alternative assessment item.

### 14.12 Cancelled and Terminated Examinations

An examination may need to be cancelled or prematurely terminated at a particular examination centre because of unforeseen circumstances for example fire, flood, electrical failure, bomb threat, or civil disturbance.

When this occurs, the Manager, Examinations Office shall advise the relevant Head of School of the circumstances. Affected students will not be required to submit individual Incident Report forms, as normally required under clause 4.6.2 of the Special Consideration Regulations. The Head of School, in consultation with the Subject Convenor or Subject Coordinator as appropriate, shall decide the necessary action to be taken. Such action may include, but is not limited to, the following:

- grading affected students on the basis of the other assessable work they have submitted in the subject,
- requiring affected students to sit a supplementary examination,
• marking that portion of the examination that affected students had completed before the examination was terminated and adjusting the mark for the examination to account for the time lost during the examination,

• requiring students to submit some other work for assessment that is in lieu of a cancelled examination or that part of a terminated examination that was not completed.

The Manager, Examinations Office shall advise students of the Head of School's decision.
GLOSSARY

The following terms apply to the regulations and academic policy of the University.

Academic transcript - an official statement of a student's academic record in a course.

Australian Tertiary Admissions Rank (ATAR) – a number that is calculated for HSC school leavers which is used to rank and select school leavers for admission into tertiary institutions (undergraduate courses).

Admission - the result of acceptance of an offer of a place in a course by an applicant and payment of the prescribed fee.

Additional Assessment – a form of assessment that may be offered to a student who marginally fails a subject and which, if completed at the prescribed standard, will result in the student passing the subject. Students may be offered additional assessment or an additional examination. (The offer of additional assessment is subject to the approval of a Faculty).

Additional Examination – a form of additional assessment offered to a student which involves the sitting of a formal examination. (The original examination papers, if not published elsewhere in subject materials, may not be used for an additional examination).

Advisory Committees – CSU schools/faculties set up committees to advise formal course reviews and faculty management concerning directions for and quality of academic programs.

Articulated course - a component course within an articulated set of courses.

Articulated set of courses - a set of courses which are nested, meaning that all subjects (core or elective) comprising the courses earlier in the articulated sequence are included in each successive course within the set, such that earlier courses within the sequence comprise the first component of the next course in the set.

An articulated set of courses includes:

a diploma course which incorporates a university certificate course; or

a bachelor degree course which incorporates a university certificate and/or an associate degree, or a diploma, or an associate diploma course, or another bachelor degree course; or

a graduate diploma course which incorporates a graduate certificate course; or

a master degree course which incorporates a graduate diploma and/or graduate certificate course; or

a professional doctorate course which incorporates a master degree course.

Articulated set of courses with multiple entry points - an articulated set of courses in which the student may be admitted to any course in the set depending on the student's academic qualifications at the time of application for admission to the University.

Articulated set of courses with a single entry point - an articulated set of courses with a single entry point in which the student is admitted to the highest level or longest duration course in the set on the understanding that the student may exit with a lower level or shorter duration award. The lower level or shorter duration course is then termed an exit point only course in the set.
Assessment - the process of ascribing value to the outcome of a work that a student undertakes whilst engaged in a course of studies.

Assessment Standards - statements describing the level or quality of student performance of criteria, in an assessment task.

Assessment tasks – include, but are not limited to: essays, tests, examinations, laboratory, clinical or field practicum, projects, compilations, productions, presentations, performances, web-based discussion.

Association Membership – university graduates may join professional associations. In some cases industry recognises association membership rather than registration via a regulatory authority as the accepted or expected recognition of the standard and capabilities of the graduates.

Audit student - a fee paying student enrolled in, but not assessed in a subject.

Award - an award is conferred by the University upon completion of an award course, and represents a particular set of learning outcomes and objectives, at a level described by the title of the award (Bachelor, Graduate Certificate, Master etc.). Awards are based on and comply with those described in the Australian Qualifications Framework (AQF).

Award course

An award course is:

(a) an approved sequence of subjects (usually structured as components, such as core subjects, elective sequences (i.e., specialisations, majors, minors and/or (for the Bachelor of Business) joint studies), restricted electives and/or free electives); or
(b) an approved sequence of subjects, usually structured as in a) above but also including industrial, practical or clinical experience, and/or co-operative study arrangements, and/or an investigation of an approved topic the results of which are presented in a dissertation or project; or
(c) an approved program of research, the results of which are presented in a thesis or other examinable work;

leading to an award.

Award program - a program of study comprising an award course (or, as in the case of integrated programs or double degree programs, two award courses) and leading to an award (or two awards). The award course may be a CSU course, a course jointly offered by CSU with another university or equivalent award-conferring educational institution (and accredited by both) or, where there are two award courses, a CSU course and a course offered by another award-conferring educational institution (e.g. TAFE), or two CSU courses (for double degree programs).

CASIMS - CASIMS is an acronym for “Course and Subject Information Management System”. All course and subject approvals are carried out via CASIMS and the relevant approving bodies authorised by the Academic Senate. CASIMS also provides point-in-time profile information for all subjects and courses offered by the University.

Cohort – refers to all students correctly enrolled in a unit of study.
Commencing student - a student who has enrolled for the first time in a particular course.

Compulsory subject – a subject which is compulsory in a specific grouping within an elective sequence (i.e.: specialisations, majors, minors or Bachelor of Business Studies joint studies).

Continuing student - a student is a continuing student in a course if the student has been permitted to re-enrol and has met enrolment requirements in that course.

Cooperative program - an award program comprising a CSU course, in which another body contributes significant intellectual content to that course and may also deliver all or part of the course. The role of that body may be indicated on the testamur, in accordance with Senate policy.

Corequisite – Academic Senate discontinued the use of corequisites in September 2009.

Core subject - a core subject is one which is compulsory for all students enrolled in a course. This term does not apply to a requirement for students to choose one of two subjects (this is classified as a type of restricted elective) or to subjects which are compulsory subjects in a specific grouping within an elective sequence (i.e., specialisations, majors, minors or Bachelor of Business joint studies). These subjects should be described as compulsory subjects within the relevant specialisation (or major, minors or Bachelor of Business joint studies).

Course (see Award course)

Course coordinator - a member of the academic staff of a Faculty appointed by the Dean, who is responsible to the Dean or if appointed the Sub-Dean, for academic administration matters relating to students enrolled in a course on a particular campus or in a particular mode.

Course director – a member of the academic staff of the Faculty who is responsible to the Dean for the strategic leadership and academic management of a complex course or group of courses. The specific accountabilities of this position are located at http://www.csu.edu.au/adminman/hum/institutionalLeadershipPolicy.doc.

Course Regulation – external requirements for the government regulation of a course, most notably the Australian Qualifications Framework (AQF) and the national governance protocols.

Coursework professional doctorate - A coursework professional doctoral program is a program:

a) leading to the award Doctor of [professional area]; and

b) comprising coursework, and a research component which is at least one-third but less than two-thirds of the content of the program, the results of which shall be published in a dissertation or other examinable work.

Credit - a subject in which a student is not required to enrol thereby reducing the number of subjects needed to complete the course.

Credit points - see “Points”.

Criteria - specific performance attributes or characteristics that the assessor takes into account when making a judgment about the student response to the different elements of the assessment task.
Criterion referencing – the assessment of the extent to which a student achieved the stated learning outcomes of a subject. This assessment is carried out against previously specified benchmarks (‘criteria’). Where a grade is assigned, it is assigned on the basis of the standard the student has achieved on each of the criteria. It provides a focus for teaching and learning and specifies for the lecturer and student what is required from the assessment task. In criterion referenced assessment, judgments about the quality of students’ performance are made by reference to predetermined criteria and standards and not by reference to the achievement of other students. Criterion referenced assessment differs from norm-referenced assessment in which grades are determined by reference to other students’ performance with only a certain percentage of students able to attain each grade. At CSU, assessment is not norm-referenced.

Cross enrolment student - a student of another tertiary institution enrolled and assessed in a subject(s) to be credited to an award of that institution.

CSU award - an award conferred solely by the University for a course which is accredited by the University. Where another body has an involvement in the course, the role of that other body may be indicated on the testamur, in accordance with Senate policy.

CSU course - a course which is accredited by the University and the award for which is conferred solely by the University. Another body may have an involvement in the course concerning content and/or delivery.

CSU program - an award program comprising a CSU course for which the University is the sole body which provides the course content and teaches the course.

Dean - the member of academic staff responsible for the management of a Faculty.

Dean of Faculty - see “Dean”.

Dean of the teaching Faculty - the Dean of the Faculty responsible for the academic content and teaching of a subject or the Dean of the Faculty responsible for supervising a candidate for a higher degree.

Director, Student Administration - the member of the University’s staff responsible for student administration.

Distance education student - a student enrolled in all subjects in a session by distance education. The student may be enrolled in a normal full-time or part-time subject load.

Distance education study mode - students study off campus using University study materials and are not required to attend regular lectures, tutorials, seminars, laboratory or practical classes but residential schools or other specific attendances may be prescribed.

Double degree – There are two types (Type 1 and Type 2).

A Type 1 double degree program is a program which combines all of the components of two separate bachelor degree courses (each referred to in this context as a constituent course) into a single program such that the overall duration of the program is shorter than the sum of the constituent courses whilst still meeting all of the requirements of each of those constituent courses.

Students completing a Type 1 double degree program graduate with a separate award for each of the constituent courses in the double degree program.
A Type 2 double degree is a degree leading to only one award, but which meets the requirements of two separate degree areas. Students completing this type of double degree receive a single testamur i.e. only one award, with a double nomenclature e.g. Bachelor of Sports Science/Bachelor of Teaching.

**Educational profile** - the Educational Profile is a rolling triennial plan negotiated annually with the relevant Federal Government Department by the Vice-Chancellor.

**Elective sequence** - this is a collective term for the following types of course component: specialisation, major or minor. A key characteristic of such sequences is that more than one set of subjects is identified and students select one of those sets to undertake as a component of the course. A joint study is also a type of elective sequence, and is offered only in the Bachelor of Business course.

**Enrolment** - the process whereby a student is allocated a place in one or more subjects each session. It includes the payment of appropriate fees, completion of required documents and the signing of an agreement to abide by the By-law, regulations and rules of the University.

**Examination** - a formal assessment conducted at a prescribed time by the University, not being a test or other form of assessment conducted by a subject co-ordinator or other member of the teaching staff.

**Exclusion** –

(a) pursuant to Academic Progress Regulations - an enrolment status by which a student is not permitted to enrol in a course of the University for a specified period of time.

(b) pursuant to the Student Academic Misconduct Policy - an enrolment status by which a student is not permitted to enrol in the University for a specified period of time, but may re-apply for admission after that period.

**Exemption** - this term is not used at Charles Sturt University. See “Subject Substitution” or “Credit”.

**Exit Point and Exit Point Only Courses** - an exit point course is a course ‘nested’ within another course, and which students may graduate from before completion of the course to which admission was made. The exit point award is an independent award requiring full approval as a course.

Where admission is not permitted into an exit point course, that course is deemed to be an exit point only course. Exit point only courses do not require separate course approval, although they must meet all of the requirements of an independent award.

**External Course/Program Accreditation** – review of academic programs by external quality agencies (established by regulatory authorities such as registration boards or accreditation councils) against established criteria. Courses gain accreditation status (at varying levels for varying terms) according to the judgement of these agencies about how well the program meets these criteria. e.g. The Australian Psychology Accreditation Council (APAC) sets the standards for accreditation of Australian psychology programs.

**Field of research** - an area of research identified within the Australian Research Council's "Field of Research" Classification.
**Formative assessment** - a single assessment task is formative when it provides feedback to students on how their work can be improved. In this way, the intent is to help students to monitor and reflect on their learning progress and determine where improvements can be made.

**Free elective** - a free elective is a subject that may be chosen from virtually any subject on offer across the University provided prerequisites, enrolment restrictions and any other Faculty requirements have been met.

**Full-time student** - a student enrolled in Autumn or Spring session subjects which amount to 75% or more of the normal full-time study load for a session.

**Grades** - a record of the level of assessment in subjects completed at the University.

**Graduation** - conferral of an award by the University.

**Head of School** - the member of academic staff responsible for the management of a school.

**Head of the teaching School** - the Head of the School responsible for the academic content and teaching of a subject, or the Head of the School responsible for supervising a candidate for a higher degree.

**HECS** - the Higher Education Contribution Scheme.

**Higher degree** - an award at Master or Doctoral level.

**Integrated program** - An award program in which CSU and another award-conferring educational institution each contribute part of the content of the program from their own award course. Successful completion of the integrated program enables both of those awards to be conferred, each by the owning institution with its own testamur, on the basis that the course requirements of both award courses are met in the integrated program. Students enrol concurrently in both award courses to undertake the integrated program.

**Internal Course Accreditation** – universities are self-accrediting and can accredit their own programs. They are responsible for their own quality assurance. Accreditation of new courses is via the Academic Senate, and normally involves consultation with relevant industry or professional bodies, and accreditation or professional recognition by these bodies. Courses are usually reviewed for internal, University re-accreditation every 5 years.

**Internal student** - a student enrolled in all subjects in a session in the internal mode. An internal student is normally required to attend scheduled tuition during a session.

**Internal study mode** - students attend on-campus classes during session (or trimester) at the University.

**Joint award** - An award which is conferred by the University jointly with another university or equivalent award-conferring educational institution.

**Joint badging** - This term is not officially used in CSU terminology. See Joint award and Joint program, for a program which is accredited by Charles Sturt University and another university or equivalent degree-conferring educational institution and jointly awarded, Licensed program and Cooperative program for a program in which there is involvement by another body but which leads to a CSU award, and Integrated program for a program in which both CSU and another award-conferring educational institution contribute from their own award program and which leads to both of those awards.
Joint program - An award program leading to a joint award in which the University and another university or equivalent award-conferring educational institution each contribute part of the content of a single course which is accredited by both bodies.

Joint study - an approved sequence of subjects in a discipline, comprising 40 points. Joint studies are offered only in the Bachelor of Business course and are included in the nomenclature of the award.

Key subject – a key subject is identified by a Faculty and is a subject in which repeated failure by a student indicates that the student is unlikely to master the skills or knowledge necessary to successfully complete the course. A student must pass each key subject in their course at no more than two attempts.

Leave of absence - permission to not enrol in a particular session.

Licensed program - an award program comprising a CSU course, in which the delivery of the course is through another body. The role of that body may be indicated on the testamur, in accordance with Senate policy.

Major - component of an undergraduate course comprising an approved sequence of subjects of eight standard subjects or more.

Minor - an approved sequence of between four and seven standard subjects.

Mixed-mode student - a student enrolled in a session in at least one subject in the distance education mode and at least one subject in the internal mode.

Moderation - the process of reviewing and checking the marking and grading of individual assessors to achieve consistency in the application of unit objectives, performance standards and marking criteria.

Nested courses – see Articulated set of courses.

Normal full-time subject load – enrolment in four standard subjects per session.

Normal part-time subject load – enrolment in two standard subjects per session.

Norm referencing - awarding marks and grades by reference to the performance of other students in the cohort, according to a prescribed distribution of grades.

Official current course profile – that record of a course which contains a description of all those elements of a course necessary to provide an accurate picture of the course in its current format.

Paired subject - paired subjects are those which have substantially the same content, but differ in their teaching, delivery and/or administration in some way. For example an undergraduate subject may be paired with a postgraduate subject, with the same content but with a higher level of assessment in the postgraduate offering of the subject. Or subjects offered to students undertaking a transition program may be paired with existing subjects, but with modifications to teaching, support and assessment.

Part-time student - a student enrolled in Autumn or Spring session subjects which amount to less than 75% of the normal full-time study load for a session.
Points - points is the numerical value assigned to a subject which, when related to the total subject points for the course, is a measure of the size of the subject's contribution to the content of the course.

Postgraduate/graduate award - an award at graduate certificate, graduate diploma, master or doctoral level.

Postgraduate specialisation - a postgraduate specialisation is that component of a postgraduate course which prepares students for employment in a particular profession or vocational area or builds on knowledge in a specific professional or vocational area. It consists of an approved sequence of four or more standard subjects. A specialisation is included in the nomenclature of the award.

Prerequisite - a set of conditions that must be met by a student before enrolment in a particular subject is permitted. From 2011, prerequisites as a formal bar to enrolment are used only where there is a risk to students or the public which cannot be managed in any other way. For example, prerequisites would be appropriate for practicum or clinical practice subjects.

Presiding invigilator - a person appointed by the University to supervise the conduct of examinations on behalf of the University in accordance with the procedures determined by the University.

Primary Language of Study – the language of study in a course. Not all aspects of delivery are required to be in that language. Where an offering of a CSU course has a language other than English as its primary language of study, it is required that the assessment (both student completion/submission of tasks and assessment of those tasks) shall be in the primary language of study.

Principal dates - The annual calendar of academic events approved by the Academic Senate.

Profession/Industry Recognition - review of academic programs by industry partners and/or professional associations leading to formal and informal recognition of the status, quality, content etc of the program.

Professional doctorate – see either Coursework professional doctorate or Research professional doctorate.

Registration – university graduates of various professional groups can be registered to practise in their profession by virtue of completion of a specific academic program. In some cases graduates are required to complete additional requirements e.g. examinations, mandatory continuing education e.g. nurses registration.

Research professional doctorate - A research professional doctoral program is a program:

a) leading to the award Doctor of [professional area]; and

b) comprising coursework, and a research component which is two-thirds or more of the content of the program, the results of which shall be published in a thesis or portfolio (as specified).

Restricted elective - a restricted elective is a subject that must be chosen from a specified group of subjects, from a specified discipline area or from a specified range of discipline areas. NOTE: where a set of subjects (of four standard subjects or more) is required to be chosen from one
discipline area selected from a range of specified discipline areas, this would be termed a minor,
major or specialisation, as appropriate.

Session - a prescribed teaching and assessment period. There are three (3) sessions in an
academic year for domestic programs and three (3) terms in an academic year for international
programs.

Shared course – a course leading to a single award, which is developed collaboratively between
and owned by two or more Faculties. Each of the Faculties contributes to the development,
delivery and ongoing review of the course.

Shell course - a course in which a number of parameters have been set for the course structure
but in which the course content is not specified to the extent of prescribing individual subjects. A
shell course may contain specialisations and/or be a constituent course in a double degree
program.

Single Subject Study - a fee paying student enrolled and assessed in a subject(s) but not
proceeding to an award (formerly known as Associate Student).

Standard subject – a particular amount of study which the University has defined as the
standard in a ‘subject’. Subjects may vary from the standard, and the standard is also specified in
terms of points (see also Points). Currently (2006) a standard subject is an 8 point subject
completed in one session. This will change to 6 points completed in one session with the review
of CSU course architecture.

Student - a person who is enrolled in one or more subjects or a course or a research program
offered by the University.

Student Administration Office - the administration unit at each campus which deals with all
aspects of student administration for students enrolled through that campus.

Sub-Dean - a member of the professoriate or a senior lecturer appointed by a Dean and
responsible to the Dean for the academic administration of a course or group of courses.

Subject - a segment of instruction approved by a Faculty as being a discrete part
of the requirements for a course offered by the University and identified by a unique subject code. (See
also Standard Subject.)

Subject convenor - a member of the academic staff of a Faculty appointed by the Dean, who is
responsible to the Head of School in which the Convenor is located, for co-ordinating the
academic administration of a subject across all campuses and in all modes it is offered.

Subject co-ordinator - a member of the academic staff of a Faculty appointed by the Head of
the teaching School, who is responsible to the Head of the teaching School for the academic
administration of a subject on a particular campus or in a particular mode.

Subject substitution - substitution of a subject for a compulsory subject in which the student can
demonstrate competence. Unlike credit, subject substitution does not reduce the number of
subjects required to complete the course.

Summative assessment - assessment is summative when it forms part of the final grade in a
subject. The student's work is assessed in terms of pre-determined standards so that it can be
classified in terms of levels of achievement (grades).
Supplementary Examination – a formal examination granted on the basis of misadventure or extenuating circumstances which prevented a student sitting an official examination or which adversely affected the student’s performance in an official examination. (The original examination papers, if not published elsewhere in subject materials, may not be used for supplementary examinations). Supplementary examinations are conducted, by the Examinations Office, during the following end of session examination period.

Transcript - see “Academic Transcript”.

Tutorial study mode - an internal study mode whereby students receive distance education materials and attend tutorials on campus as arranged by the subject co-ordinator. This study mode is now no longer in use.

Undergraduate award - an award at associate diploma, diploma, associate degree, bachelor or bachelor (honours) level.

Undergraduate specialisation - that component of an undergraduate course which prepares students for employment in a particular profession or vocational area. It consists of an approved sequence of subjects of eight standard subjects or more in a bachelor degree, six standard subjects or more in an articulated associate degree or diploma, and three standard subjects or more in an articulated university certificate. A specialisation is included in the nomenclature of the award.

Units - see “Points”.

Universities Admission Index (UAI) – see “Australian Tertiary Admission Rank”.

University - means Charles Sturt University and where appropriate includes its former constituent colleges and institutes.

University certificate - a local award of Charles Sturt University, equivalent to eight standard subjects.

University officer - an employee of the University.

University Register of Awards and Courses - a list of all awards and courses approved by the Academic Senate. The Register is kept by the Academic Secretary and is in L15.2 of this Manual.

Workplace learning - also known as work-integrated learning, practicums and professional practice, professional experience, internships, intra mural and extra-mural placements, fieldwork and clinical placements, allows students to learn through direct implementation of their professional roles in real workplace settings. Workplaces may encompass on campus and off-campus facilities. Commonly such learning involves supervision to provide safeguards and ensure duty of care towards clients and students. Institutes, faculties and schools have the flexibility to use other terminology that has meaning for their work, courses and disciplines when communicating with each other, industry and students. However, “workplace learning” is the preferred generic CSU term to refer to student activities undertaken in authentic workplace settings and is an alternative term for fieldwork (and noting that this term does not refer to work experience in industry which is an unfunded category in DEEWR reporting criteria). This term is considered to be sufficiently generic in nature to encompass the broad range of terms in use at CSU and is also considered to be readily able to be understood across a range of disciplines.
Workplace educator - also known as clinical educator, clinical facilitator, teacher mentor, supervisor, preceptor, refers to educators who teach and supervise students learning and practice in the workplace. They may be CSU academics or members of staff employed in the workplace by industry partners.
KEY TO GRADES

CHARLES STURT UNIVERSITY FROM 1991

HD 85% - 100% High Distinction
DI 75% - 84% Distinction
CR 65% - 74% Credit
PS 50% - 64% Pass
PT Terminating Pass (not awarded after 1994)
FL 0% - 49% Fail
FW Withdrawn Fail

Satisfactory/Unsatisfactory
The Satisfactory (SY) and Unsatisfactory (US) grading scale applies to:
- practical work subjects;
- industrial experience components;
- subjects taken in Honours courses;
- Master and Doctoral theses; and
- other subjects approved by the Academic Senate.

Other Symbols
AA Additional Assessment. The subject has been marginally failed but the student has been invited to complete item/s of additional assessment which, if completed at the prescribed standard, will result in the student passing the subject.
AE Additional Examination. The subject has been marginally failed but the student has been invited to sit a further formal examination which, if completed at the prescribed standard, will result in the student passing the subject.
AW Withdrawn/No Fail. Approved withdrawal.
GP Grade Pending. A substantive grade must be awarded when work outstanding is submitted. Assessment must normally be finalised by the end of the second teaching week of the following session.
IP In Progress. Not yet due for final grade; subject taken over two or more sessions. The grade IP will be entered against the subject for each session except the final session when a substantive grade will be awarded.
TA To be Assessed. Result is not yet available. A substantive grade will be awarded when assessment is completed.
NA Not Assessed. The student was not assessed in this subject.
SX Supplementary Examination. A substantive grade will be awarded when the supplementary examination has been held.
WD Withheld/Fees Due. The result is withheld for administrative reasons. A substantive grade will be released when the matter is resolved.

The percentages shown are the final scaled aggregate mark for the subject. The scaled aggregate mark for a student may be different from the sum or aggregation of the raw marks awarded for individual assessable items in the subject.
CHARLES STURT UNIVERSITY-MITCHELL 1990
MITCHELL COLLEGE OF ADVANCED EDUCATION 1987-1989

A+ High Distinction
A Distinction
B Credit
C Pass
CP Pass Conceded
F* Fail - but eligible for consideration for the award of a conceded pass at graduation
F Fail
FW Withdrew Fail
W Withdrew
S Satisfactory
U Unsatisfactory
IP In progress (introduced 1989)

Most subjects were graded on the A+ to F scale. The S/U grades were awarded in practical work subjects.

MITCHELL COLLEGE OF ADVANCED EDUCATION PRIOR TO 1987

A 75% - 100% Pass
B 65% - 74% Pass
C 50% - 64% Pass
CT 50% - Terminal Pass
D* 44% - 49% Fail - but eligible for consideration for the award of a conceded pass at graduation.
D 40% - 43% Fail
E 0% - 39% Fail
S Satisfactory performance in a subject where marks were not awarded.
U Unsatisfactory performance in a subject where marks were not awarded.

Where a student did not present for examination or did not qualify for final assessment, the following letters indicated status:

ET Fail - did not qualify for assessment or for admission to the examination.
EM Fail - was qualified to sit for the examination but did not attend.
EE Fail - excluded from assessment on the grounds of an examination irregularity.
EW Fail - Withdrew from the subject with academic penalty.
W Withdrew from the subject without academic penalty.
KEY TO CSU GRADES
Issued:
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CHARLES STURT UNIVERSITY - MURRAY - 1990
CHARLES STURT UNIVERSITY-RIVERINA 1990
RIVERINA/MURRAY INSTITUTE OF HIGHER EDUCATION 1985 TO 1989
RIVERINA COLLEGE OF ADVANCED EDUCATION PRIOR TO 1985

A  Outstanding performance in the subject.
B  A good performance which, though not outstanding, is more than satisfactory.
P  Satisfactory. A performance of an acceptable standard
F  Fail
W  Withdrawn Fail
Z  Satisfactory progress in a subject taken over two or more sessions, not yet due for final grade.
X  Approved Withdrawal
* Asterisk. This symbol following a grade result indicates that the subject/grade was not included in satisfying the requirements of the course.

Obsolete Grades/Symbols:
C  Pass (Pre 1982).
D  Poor Performance (Pre 1982).
E  Fail (Pre 1982).

BATHURST TEACHERS COLLEGE

A  Distinction
B  Credit
C  Pass
PASS  Pass at a deferred examination
D  Fail

GOULBURN TEACHERS COLLEGE/GOULBURN COLLEGE OF ADVANCED EDUCATION

AS  Advanced Standing
PP  Provisional Progression
P/M  Pass (with Merit)
P/C  Pass (with Credit)
P  Pass
F  Fail
W  Withdrawn: Without Penalty
W/F  Withdrawn: Failed
B  Barred from further enrolment

WAGGA AGRICULTURAL COLLEGE

1973-1975
As for Riverina College of Advanced Education

Prior to 1973
D  Distinction
C  Credit
P  Pass
F  Fail

WAGGA TEACHERS COLLEGE
<table>
<thead>
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<th>Grade</th>
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<tr>
<td>D</td>
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<td>C</td>
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Introduction

In 2009 CSU established the online Gradebook project for the automation of grade processing. Processes included in the project comprised the collection, collation, calculation, reporting and storage of raw student marks for assessment tasks in subjects.

The system allows authorised staff to access and manage, online, students’ marks for assessment tasks in subjects during a session. Following the completion of marking, moderation and the data entry of assessment tasks into Gradebook students are then able to access their own assessment marks.

The project was piloted during 2010 and in May 2011 the Academic Senate agreed that it should be implemented within the University.

Who must use Gradebook?

Academic Senate has approved that all relevant CSU staff must use Gradebook for the management of students marks for assessment tasks in subjects.

What assessment information is included in Gradebook?

The moderated raw marks for each assessment task, including examinations, are published in Gradebook in order to allow students to access as soon as possible, after all necessary checking and moderation has been finalised, the marks awarded to them for assessment tasks in a subject.

What marking scales can be used in Gradebook?

The marking scale to apply to each assessment task in a subject will be either a numerical value or a Satisfactory (SY)/Unsatisfactory(US) mark (in accordance with clause 1.2.1 of the Assessment Regulations: Coursework Subjects).

What do students see in Gradebook?

Students must be able to view in Gradebook the moderated raw marks awarded to them for each assessment task, including examinations, completed in a subject and the final mark (that is, the sum of the marks awarded for each assessment task) completed in a subject.

What records should be maintained in Schools?

A clearly identified and auditable trail for the marking process, which documents the events occurring from the marking of assessment tasks in a subject and the award of the final grade for the subject must be established and maintained.

The Grade Approval Process

With regard to the grade approval process, the final grade to be awarded to a student in a subject should be entered by staff into Gradebook, the Head of School will then sign off that the assessment in the subject has been completed and the final grades will be downloaded into Banner. A report of the grades recommended for students in subjects will then be run for consideration by School Assessment Committees who will then recommend that they be approved by Faculty Assessment Committees (in accordance with clause 2 of the Assessment Regulations: Coursework Subjects).