Student Assessment and Grade Management Policy and Procedure (Higher Education)

1.0 Rationale

At Acknowledge Education (AE) and the International College of Hotel Management (ICHM) (the Colleges) , assessments are undertaken for multiple purposes, including measuring student learning and providing feedback on academic performance to identify areas for improvement.

This policy aims to align assessments, ensure quality, foster collaboration, promote student progression, and provide clear guidelines on assessment expectations.

This policy emphasises fair, incorporated, valid, and efficient assessments, equity and accessibility, student feedback, design and compliance, accreditation, grading, and quality assurance. The Dean is responsible for ensuring the quality of assessments.

2.0 Scope

This policy applies to all aspects of the Colleges' operations, including but not limited to admissions, recruitment, scholarships, teaching and learning, community engagement, and staff employment conditions.

3.0 Regulatory Context

Higher Education Standards Framework (2021)

The principal Standards concerned with course design are in Section 3.1. Learning outcomes and Standards concerned with their assessment are in Section 1.4. Qualifications and Certifications are detailed in Section 1.5. There are also links between learning outcomes (Standard 1.4.1) and the level of an AQF qualification awarded (Standard 1.5.3).

4.0 Policy

This policy aims to align assessments, ensure quality, evaluate comprehensively, foster collaboration, promote student attainment, and provide clear guidelines.

4.1 Assessment

4.1.1 Assessment is an integral component of student learning and teaching at the Colleges. The purpose of assessments should be to engage students in learning while measuring their achievement against the learning objectives of the unit of study (unit).

4.1.2 Assessment is the method and procedures used to measure a student's academic progress and standard of performance at a given time. There are three types and two modes of assessments employed at Acknowledge Education:

Awarding of Credit (credit exemptions, RPL, advanced standing)	Identifies the level of understanding/ performance/ knowledge attained by a student before commencing learning in a course/unit but does not contribute to the student's final grade.
Formative	Formative assessments are specifically designed to provide students with feedback during the learning experience. Formative assessments may include self-assessment, peer-assessment and lecturer/tutor assessment.
Summative	Summative assessments are focused on measuring the outcomes of the learning experience and are concerned with evaluating the final outcomes of the learning experience.

4.1.3 Various assessment modes should be included in each unit at the Colleges.
4.1.4 All assessments conducted at the Colleges must be completed in English.

4.2 Fair, Incorporated, Valid, Efficient and Equitable Assessment

The Colleges are committed to ensuring that assessments are conducted fairly, incorporated, valid and efficient.

4.2.1 Fairness

Assessments must demonstrate fairness in multiple dimensions and should:

- Provide equal opportunities for all students to demonstrate their learning, ensuring no discrimination or bias.
- Promote behaviour consistent with the College student rights and responsibilities and the Colleges Fostering Academic Integrity Policy.
- Be transparent and clearly communicated, with assessment criteria, expectations, and grading rubrics made available to students in plain English.

4.2.2 Incorporation

Assessments should be seamlessly incorporated into the learning process and should:

- Fulfill both formative and summative purposes, facilitating continuous feedback and enhancement and final evaluation.

- Be thoughtfully and clearly designed to actively involve students with course content, fostering deeper comprehension and practical application of knowledge.
- Be appropriately timed and integrated throughout the course, considering the timing of other units students are undertaking in the same course, to promote effective learning progression.

4.2.3 Validity

Assessments must possess validity to ensure meaningful evaluation of student learning and should:

- Evaluate student learning outcomes effectively, aligning with the intended objectives of the course.
- Utilise criterion-referenced assessment methods that assess students' achievement in relation to predetermined standards.
- Conform to national, discipline-specific, and professional standards where applicable, ensuring alignment with industry standards.
- Undergo regular review and moderation processes to maintain and enhance its validity over time.

4.2.4 Efficiency

Assessments should strive for efficiency while maintaining their effectiveness and should:

- Leverage appropriate digital tools and technologies and the learning management system to streamline assessment processes, enhance accessibility, and provide timely feedback.
- Measure student learning and provide effective, timely feedback by efficiently allocating resources, ensuring the benefits outweigh the resource requirements.

4.2.5 Equity

All assessment processes must be equally accessible and equitable for all people, taking into account individual needs relevant to the assessment.

- All eligible students have access to the assessment process without discrimination.
- Identifying the characteristics, proficiencies, skills, and needs of potential candidates through ongoing monitoring of student progress, which enables potential assessment issues to be identified and catered for.
- Allowing assessors to call on other assessors, verifiers, or especially skilled individuals for assistance and guidance in adopting appropriate assessment methods and dealing with special needs.
- Ensuring that the chosen processes and materials within the assessment system do not disadvantage any candidate.

- Establishing a review and dispute resolution mechanism (Complaints and Appeals Policy and Procedures) that allows for investigation, examination, and redress of any unfairness or disadvantage identified, involving access, assessment, certification, or any other related issue.
- Identifying and addressing potential disadvantages in the system by amending them to avoid or counter them or taking appropriate steps to overcome them, including reassessment if required.
- Each course of study is designed to enable students to achieve expected learning outcomes regardless of a student's place of study or the mode of delivery.
- Alternative assessment and special consideration arrangements are permissible when compelling and compassionate circumstances impact students' potential to complete the necessary course requirements. In such circumstances, a student must formally apply as per the Special Consideration Policy.

4.3 Providing Student Feedback

- All assessed work must include feedback for students.
- Each unit must provide ongoing performance and achievement feedback to students for each assessment item. (feedback is provided for each assessment item, but is not 'ongoing' as such. Ongoing feedback is provided via a progression of scaffolded assessments – that collectively provide ongoing feedback)
- Student feedback should serve various purposes, such as clarification, troubleshooting, correction, encouragement, and explanation. It can come from multiple sources, including instructors, peers, professionals, students themselves (personal reflections), and external audiences.
- Feedback methods should be chosen to promote student development and engagement, including using appropriate technologies (e.g., recorded spoken feedback).
- Feedback must be directly linked to the learning outcomes and assessment criteria as per the marking rubric.
- Feedback must be:
  - Timely: Provided within 10 working days of the submission date (where possible, feedback should be given at least one week before the next assessment item is due).
  - Informative: Highlight strengths and weaknesses with specific examples and explanations.
  - Helpful: Offering suggestions on how to improve assessment outcomes.
- The student feedback surveys must provide students with the opportunity to comment on the provision of feedback, and appropriate action should be taken to address any concerns raised.

4.4 Design, Quality and Compliance of Assessments

Course design, quality and compliance is detailed in the Course Development, review and approval Policy and Procedure

4.5 Grading

Qualifications are awarded only when all the requirements of the course of study have

been fulfilled, and the study undertaken leads to the award of that course.

Awardees of qualifications are issued with authorised certification documentation, including a testamur and a formal transcript that displays:

- the name of the Colleges as the issuing higher education provider
- the full name of the student for whom the documentation applies
- the date of issue
- the name and office of the person authorised by the Board of Directors to issue the documentation, and
- if the qualification is recognised in the Australian Qualifications Framework, the testamur and/or the graduation statement is certified with either the logo of the Australian Qualifications Framework or the words, 'This qualification is recognised within the Australian Qualifications Framework'.

Grades will be awarded in accordance with the assessment scale attached as Appendix A.

Courses being delivered via a third-party arrangement must adhere to the grading scale of the providing organisation, unless otherwise determined in the third-party agreement between providers.

Procedure

4.6 Submitting Assessments

4.6.1 All assessment tasks have a description, weighting, expected submission format, a due date, and assessment criteria. This information is detailed in the unit outline for each unit on the Student Learning Management System.

4.6.2 Assessments must be submitted electronically via the Student Learning Management System. Assessment submissions will not be accepted via any other means. Assessment work must be submitted by the set due date and time outlined in the Student Learning Management System (or the agreed special consideration or reasonable adjustment date) (see Applying for Special Consideration and Late Submission Penalties).

4.6.3 As assessment items are submitted electronically, the date and time the file is submitted on the LMS will be considered the date and time of submission. Some assessments may be larger than usual (e.g., video assessments) and may take longer to upload. It's the student's responsibility to consider upload time and buffer time when uploading large assignments.

4.6.4 An assessment task is considered late when it is submitted after the set due date and time (or the extension date). Late submissions will receive a **penalty of 5% per day** (or part thereof) of the total possible marks for the assessment task for up to **ten (10) calendar days** after the due date and time for submission (including weekends and public holidays). No marks will be awarded for submitted work more than **ten (10) calendar days** after the due date, or after the assessment has been returned to the students, whichever is

applicable.

4.6.5 In such an instance, a mark of zero and a result of Fail for the task will be applied. Note: all assessments must still be completed and submitted to meet the requirements of the assessment policy, even though no mark will be awarded.

4.6.6 An assessment task is considered late when it is submitted after the set due date or the agreed extension date.

4.6.7 There are penalties for submitting an assessment task **10% above** the assessment scope requirements (e.g., word limit) outlined in the unit outline. The penalty is that the marking lecturer will stop marking and grading an assessment if it exceeds the assessment task scope requirements by 10%.

4.6.8 Students cannot recycle or resubmit any assessment work or parts that have already been assessed in any unit studied. An exception may be granted in certain circumstances, but only with the Unit Coordinator's explicit permission and the Unit Lecturer's permission. Students who re-enrol in a unit may not resubmit assessment work, or parts thereof, that were submitted for that unit as part of previous attempts or enrolments.

4.6.9 Students are strongly encouraged to check that any submission has been uploaded correctly into the Student Learning Management System.

4.6.10 All assessments must be uploaded in original formats and use appropriate file types that are acceptable by the Student Learning Management Systems. If students need clarification on the appropriateness of a file type, they must check with the lecturer at least **one (1) week** before the assessment due date. Any assignment submitted in an incorrect or unacceptable format will be considered late and will lose marks. Late penalty (see 4.7.4) will apply once the submission is submitted in the correct format.

4.6.11 Students are strongly advised to ensure that any submission has been uploaded into the Student Management System correctly and in an acceptable format into the Student Learning Management System. It is the student's responsibility to submit the assessment correctly in the Student Management System, and there may not be any leniency offered on the late penalty if the assessments are not submitted correctly. The students are advised to inform the student services team in writing within 24 hours of submission if they are unsure of the submission status.

4.6.12 Students must also retain a copy of their work if the submitted assessment is misplaced or cannot be retrieved electronically.

4.6.13 Students who re-enrol in a unit may not resubmit assessment work, or parts thereof, that were submitted for that unit as part of previous attempts or enrolments.

4.7 Examinations

Scheduling Examinations

4.7.1 Examinations scheduled during the trimester as a summative assessment task will be conducted as per the set time and date published in the Student Learning Management System.

4.7.2 Attendance at examinations is compulsory. Failure to attend an examination with no satisfactory explanation will result in a mark of zero for the task and may result in a grade of Fail for the unit.

4.7.3 In the event of illness or other extenuating circumstances, students should contact Student Service before the examination commences.

4.7.4 Students who are ill on the day of an examination and are able to provide medical evidence to support their illness may defer the examination or elect to attempt the examination. However, a student must declare diminished capacity as a result of illness to the Exam Invigilator before the commencement of the examination. Subsequent appeals on the grounds of diminished capacity will only be considered if diminished capacity was declared prior to the examination.

4.7.5 Students who miss an examination should submit an application for Special Consideration within three business days of the examination date, outlining the extenuating circumstances that prevented attendance at the examination as scheduled (see section 4.11).

4.7.6 Incorrectly reading or misunderstanding the examination timetable will not be accepted as a reason for failure to attend an examination.

Admission to the Examination Room

4.7.7 Students must display their Student Identification Card to enter the examination room. Students will not be admitted if they cannot produce a current and valid student identification card. Student Identification Cards must be face up on the desk for the duration of the examination. Contact the Student Services Team to replace lost identification cards before the examination date.

4.7.8 On entering the examination room, students must go directly to their seats and follow all reasonable instructions of the Exam Invigilator. Students are permitted to read or begin their exams once instructed.

4.7.9 No student will be admitted to the examination room 30 minutes after the examination commencement.

Materials in the Examination Room

4.7.10 Students must not have any books, notes, diagrams, programmable calculators, dictionaries or electronic devices or materials other than those items which have been specified as permissible for the examination in the unit outline. Any items not listed as permitted in the unit outline are considered prohibited.

4.7.11 Students must refrain from borrowing or lending equipment during the examination.

4.7.12 Students must ensure that any mobile phone is switched off and placed under the examination table. Exam Invigilators will confiscate, for the period of the examination, any mobile phone that is not switched off or causes disturbance in the examination room.

Reading Time

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

Examination Conduct

4.7.14 Students must obey all instructions given by an Exam Invigilator for the proper conduct of the examination.

4.7.15 Students may not communicate with any persons except an Exam Invigilator during an examination. If a student needs to communicate with an Exam Invigilator, they must raise their hand and wait for the Invigilator to attend to them.

4.7.16 Examination misconduct is considered any improper means to obtain or endeavour to obtain assistance in participating or completing an examination, or giving or endeavouring to give assistance to another student to participate or complete an examination. This includes but is not limited to one or more of the following:

- being in possession of a prohibited item
- directly or indirectly giving assistance to another student
- directly or indirectly accepting assistance from another student
- permitting another student to copy from or otherwise use another student's examination paper
- using any examination paper of another student
- copying or removing an examination paper.

4.7.17 Talking, behaving in a disorderly manner, or otherwise disrupting an examination is also considered examination misconduct and is unit to the penalties outlined in misconduct-related policies.

4.7.18 Where a student is alleged to have participated in examination misconduct, the Exam Invigilator will submit a written report to the Head of School, and the allegation will be handled following the Colleges student misconduct-related policies.

Leaving the Examination Room

4.7.19 Students who need to leave the examination room during an examination must notify the Exam Invigilator. Students will only be re-admitted if they have been under approved supervision during the full period of their absence.

4.7.20 Students who wish to leave the examination early will be permitted to do so after 50% of the total examination time has elapsed.

4.8 Marking and Assessment Criteria

4.8.1 The Colleges uses a criterion-based approach to marking and assessment decisions against set assessment criteria. Marking is conducted following the marking rubrics provided as part of the assessment briefs available through the Student Learning Management System.

4.8.2 Unit outlines, assessment tasks and marking keys are available in the *Assignment Submission* section of each unit in the Student Learning Management System at the commencement of the trimester.

4.8.3 Constructive feedback will be provided to students about completed assessment tasks that address how performance might be improved in the unit. Full details of assessment methods are supplied in the unit outline provided to the students at the commencement of study for each unit. It is essential that students thoroughly familiarise themselves with this information, which can be accessed via the Student Learning Management System using a student login.

4.9 Review of an Assessment Outcome

4.9.1 Students may request an informal explanation from the unit lecturer/marker of a mark for an assessment task, consistent with the student's right to appropriate and constructive feedback on their performance. Students should email the unit lecturer via the Colleges Outlook account within 3 working days of receiving notification of the mark.

4.9.2 If students are unsatisfied with the informal explanation provided by the unit lecturer, they may request a formal review of a mark or grade. Students should formally request a mark or grade review with the Course Coordinator by completing and lodging the appropriate form (workflow) within 3 working days of the response from the unit lecturer.

4.9.3 Students may lodge a formal request for a review of a mark or grade on the grounds of alleged:

- Failure to assess work per the assessment criteria specified in the relevant unit outline;

- Technical marking or mark collation error; or
- Bias on the part of the marker.

4.9.4 The formal request for review of a mark or grade must (workflow):

- Include the student's name, student number and contact details;
- The grounds for the request for review of a mark or grade;
- The specific issues to be addressed;
- Supporting evidence, including examples from the assessment, and
- The form of resolution sought.

4.9.5 When a formal request is received, an acknowledgement of receipt will be emailed to the requester via the workflow. After examining the request and any supporting material and other relevant documentation and, if necessary, contacting the student and other relevant parties where appropriate, the Course Coordinator may:

- Proceed with the review of the mark or grade, and carry out the review or appoint an academic staff member to do so on their behalf; or
- Refuse to take the matter further if there are insufficient grounds for the request.

4.9.6 The Course Coordinator, within **10 working days** of receipt of the request:

- Determine the request review of a mark or grade; and
- Notify the student in writing of their determination, including reasons for the determination and, if appropriate, any remedial action to be taken if the review is upheld.

4.9.7 A student may lodge a formal complaint against the outcome of a request for review of a mark or grade by following the processes in the Complaints and Appeals Policy.

4.9.8 A formal complaint can be made on one or more of the following grounds:

- new evidence becomes available that could change the original outcome or decision
- determination was made without consideration of the evidence or procedural fairness
- evidence of bias, prejudice, or a conflict of interest
- compassionate or compelling circumstances
- significant irregularity in applying a policy, procedure, or calculation.

4.9.9 A formal complaint based on the following grounds will not be considered:

- unit structure and assessment method
- student workload or the amount of work the student has completed
- financial implications of not passing the unit
- grades received by the student in other units
- the need for additional marks to enable a pass/better grade

penalties for late submission

- incorrectly or incompletely submitting assessments in the Student Learning Management System. It is the student's responsibility to ensure and check that all assessments have been correctly uploaded into the Student Learning Management System before the submission due date.

4.9.10 A decision will generally be made within **10 working days** of receiving the formal complaint. If more time is required, the student will be notified in writing of the complaint's progress. All parties will be informed in writing of the final outcome, resolution, and avenues for appeal.

4.9.11 If a student is dissatisfied with the outcome of their formal complaint, they may escalate the matter by lodging a Stage 3 Appeal. This appeal must be submitted in accordance with the timeframes and procedures specified in the Complaints and Appeals Policy.

4.9.12 A Stage 3 Appeal is a process where a student disputes:

- The outcome of a Stage 2 Formal Complaint; or

- A Notice of Intent to Report (ITR), or an unsuccessful application for a refund, leave of absence, provider transfer, or credit and RPL.

4.9.13 For a Stage 3 appeal of a formal complaint outcome a student must submit an Appeal form within 10 working days of the Stage 2 decision. The appeal is reviewed by the Student Resolution and Conduct Committee (SRCC), and the student may be invited to a meeting. The decision will ordinarily be communicated to the student within 20 days.

4.9.14 For an appeal of an ITR or Unsuccessful Application (Refund, Leave, Transfer, Credit/RPL) a student must submit an Appeal form within 20 days of the decision. A delegated decision-maker will provide advice to the Student Resolution and Conduct Team (SRCT), who will ordinarily communicate the outcome to the student within 10 days.

4.9.15 If unsatisfied with a stage 3 outcome appeal student may request an external review of the Appeal outcome. The SRCT will refer domestic and international students to the National Student Ombudsman, or international students to the Commonwealth Ombudsman.

4.10 Compassionate, Compelling & Extenuating Circumstances

4.10.1 Where compassionate, compelling, or extenuating circumstances have unfairly disadvantaged a student or had a significant adverse impact that prevented the student from submitting an assessment on time, sitting an examination or substantially affecting their performance in an assessment, special consideration may be granted to enable the student to demonstrate their achievement of learning outcomes.

4.10.2 Compassionate, compelling and extenuating circumstances are short-term, unforeseen and beyond the student's control. Examples of extenuating circumstances include, but are not limited to:

- illness, injury, or misadventure
- serious medical condition
- severe illness or injury of an immediate family or household member
- bereavement of a partner, close family member, or household member
- unexpected carer responsibilities
- unexpected and unavoidable changes to routine employment commitments
- crisis or trauma such as an accident, crime or being a witness to these experiences
- major political unrest or natural disaster that requires immediate travel
- military service or jury service
- severe disruption to domestic arrangements or homelessness
- unexpected personal hardship such as severe disruption to domestic arrangements, employment, or finances
- participation in sporting events at the state, national or international level with an official sporting body

4.10.3 The outcome of extenuating circumstances is special consideration, which may result in an extension to the assessment due date, a deferred assessment, an alternative assessment, or an adjustment to an attendance result.

4.10.4 Compassionate, compelling and extenuating circumstances will not be considered where it is reasonable to consider the circumstances could have been prevented, avoided, or the impact minimised with reasonable diligence or effort by the student to make alternative arrangements, for example, but not limited to:

- usual or routine work commitment
- public transport delays
- usual or routine family commitments
- minor ailments or illness
- clashes with usual recreational activities
- travel plans and holidays
- balancing workloads from other units and multiple assessment tasks due in a period
- lack of knowledge of the requirements of academic work or due dates
- information and communications technology problems.

4.10.5 Students affected by long-term circumstances such as a recurring medical condition should contact the Student Services Team to discuss reasonable adjustments to support active participation in future assessments.

4.11 Applying for Special Considerations

4.11.1 If a student cannot undertake or complete an assessment due to compassionate, compelling, and extenuating circumstances or circumstances beyond their control, they may be eligible for special consideration.

4.11.2 Students requesting special consideration must lodge an *Application for Special Consideration* form (workflow) setting out the grounds for the request and attaching at least one or more of the following supporting documents as evidence to support the claim:

- medical certificate or letter from a medical professional (who is not a family member)
- letter of support from a counsellor, lawyer, or psychologist (who is not a family member)
- letter from an employer on an official company letterhead
- letter from a minister of a religion (or the like) or cultural authority on an official letterhead or reference to a religious or cultural calendar
- death certificate, funeral pamphlet, or certificate from a funeral director
- police report or event number
- letter from the Department of Defence, Justice, or Emergency Services (or appropriate body).
- jury notice letter from the relevant authority or court summons
- selection confirmation or letter from the relevant body confirming sporting commitments
- statutory declaration from people relevant to the circumstances.

4.11.3 Medical certificates and letters of support must include a specific statement that, in their professional opinion, the student is (or was) unable or unfit to complete the assessment as scheduled. The document must also meet the following criteria to be accepted:

- must be issued by a registered medical practitioner, counsellor, lawyer, or psychologist
- signed on official letterhead and include the provider and their licence or registration number
- provide reasonable detail about the circumstances and the impact on the student
- state the length of time the student is unfit or unable to study and/or complete the assessment
- include their contact details and the dates of consultation (and any other relevant activities).

4.11.4 All applications for special consideration will be dealt with confidentially. If the

student does not feel comfortable discussing the specifics of their medical condition, the medical certificate or letter must outline the serious impact of the circumstances on the student's ability to study and undertake or complete the assessment, but the specifics may remain confidential.

4.11.5 An *Application for Special Consideration*, completed in full and attaching the relevant supporting documentation, must be lodged via the URL link available on AE/ICHM website on or before the assessment due date (Request Date). Incomplete applications may not be accepted.

4.11.6 Where an application is being made after the set due date, the application must include an explanation for the delay in lodgement. Late applications will be assessed at the discretion of the Colleges, who will exercise judgment in determining where retrospective extenuating considerations may be appropriate.

4.11.7 Applications must clearly demonstrate that it meets the eligibility criteria as identified in this policy. An application for special consideration does not guarantee that the request will be granted. It is decided based on the application and the evidence supplied.

4.11.8 The Student Services Team or the Course Coordinator will judge whether extenuating circumstances exist and justify special consideration. The Colleges reserves the right to confirm the information provided in an application. It may vary or reverse any decision regarding special consideration based on incorrect or incomplete information. Where there is doubt, clarification will be sought from the Dean Academic. The Student Services team, the unit lecturer, or the course coordinator will advise the student of the decision in writing via email within two(2) business days of the Request Date and update the Student Learning Management System accordingly.

4.11.9 Where an application has been denied, the set due date will stand. Standard late penalties apply for late submission without approved special consideration.

4.11.10 Students have the right to appeal a decision for special consideration.

4.11.11 Where a request for special consideration is made by an international student and the decision may affect their course progression or ability to complete their course in the duration recorded in their Confirmation of Enrolment (CoE), the Colleges will not report any changes to the Department of Home Affairs until the closure of the appeals window or the appeals process, whichever comes first.

4.11.12 An application for special consideration must be genuine and made with good intent. Submitting a false or misleading application or supporting documentation to gain an academic advantage is considered academic misconduct and is unit to disciplinary action under the *Academic Integrity and Misconduct Policy*.

4.11.13 The application, supporting documentation and decision notice will be stored in the student file.

4.12 Extension

Students who require additional time to complete assessment tasks may apply for an extension. All extension requests must be submitted under extenuating circumstances and must include appropriate supporting documentation (refer to Sections 4.10.2 and 4.11.2).

4.12.1 For extensions of 1 to 7 calendar days, students must submit a request via email to the Unit Coordinator and copy the Unit Lecturer, including all supporting documentation.

4.12.2 The Unit Coordinator must provide a decision (approved or declined) to the student within 2 working days and copy the Student Services team.

4.12.3 For extensions exceeding 7 calendar days, students must submit a formal Special Consideration application in accordance with Section 4.10.

4.12.4 Any extension request exceeding 21 calendar days from the due date must be reviewed by the Dean-Academic for the outcome.

4.12.5 The Student Services team will record all extension requests and outcomes in the Special Consideration register.

4.12.6 Assessment submissions without an approved extension will incur a penalty of 5% of the total marks per day, up to a maximum of two weeks.

4.13 Reasonable Adjustments

4.13.1 Reasonable adjustments are measures or actions taken to provide substantive equality for students with additional learning needs to support their active participation in teaching and learning activities, including assessment tasks.

4.13.2 During enrolment, students identifying as having additional needs must complete an Application for Reasonable Adjustment form and attach relevant supporting documentation about the nature of the additional need or disability and the support required. A decision on any adjustment(s) will be made due to a consultative process according to the nature of the disability or additional need. This process will be conducted and facilitated in accordance with the Diversity, Equity and Inclusion Policy.

4.14 Supplementary Assessment and Adjusted Pass

4.14.1 At the end of the trimester, the Moderation Committee reviews all students who received a final Unit mark between 45% to 49%.

4.14.2 Where final marks are between 47.5% and 49.9%, the Grade Moderation Committee may award a grade of "Pass" and an adjusted mark of 50%, and no supplementary assessment is required.

4.14.3 Where final marks are between 44.5% to 47.4%, the opportunity for a supplementary assessment may be granted by the Grade Review Committee if a student has:

- attempted all the assessments for a unit and recorded a final mark from 45% to 47.4%,
- passed at least 50% of the total number of assessments of the unit
- failed an assessment or obtained a final mark between 45%-47.4% is not due to late submission or late penalty
- not failed the same unit before and
- approved unexpected or compassionate, compelling, or extenuating circumstances during the trimester.

4.14.4 A student cannot request an adjusted pass or a supplementary assessment. The Grade Moderation Committee can only offer these.

4.14.5 The Student Services Team will inform the student in writing that a Supplementary Assessment has been awarded. The student is responsible for accepting or not undertaking the Supplementary Assessment. If the student chooses not to accept the Supplementary Assessment offer, the student will receive a Fail grade.

4.14.6 Supplementary assessment provides students with an opportunity to demonstrate a satisfactory level of fundamental knowledge, skills and application to meet the unit's prescribed learning outcomes. This will usually be part of or an entire assessment task of a unit. The assessment must be completed within seven (7) calendar days of notification, unless decided otherwise by the Grade Moderation Committee. A grade of "Supplementary Pass (PSA)" and an adjusted grade of 50% will be awarded to a student who successfully completes a supplementary assessment.

4.14.7 A student who submits a Supplementary Assessment will be given only one opportunity to complete this assessment.

4.14.8 Students who fail a Supplementary Assessment will receive a grade of "Fail" in

the unit.

4.15 Conceded Pass

4.15.1 A Final Grade of 'Conceded Pass' may be awarded by the Colleges in a single Unit attempted in the Final Study Period of a Course. A conceded pass will only be offered where all the following conditions apply:

- The student has achieved a mark of 45%-47.4% in the unit
- The student has submitted all marked assessment tasks for the unit with no late penalty
- The student has failed only one assessment task in the unit
- The unit is not required for practice under professional accreditation
- The unit is not required as a prerequisite for further units
- No conceded pass was offered before
- The unit represents the last 18 credit points needed to complete the course and obtain the qualification.

4.15.2 All grades including a conceded pass must be presented to the Board of Examiners for approval at the end of the trimester.

4.16 Quality Assurance

The Dean/Head of School/Academic Lead/Course Coordinator/Unit Coordinators/Unit Lecturer is responsible for ensuring the quality of unit outlines, including assessment components.

This quality assurance entails verifying that assessments are set at the appropriate Australian Qualifications Framework (AQF) level, are sufficiently scoped, fair, and appropriate for evaluating student learning.

5.0 Roles and Responsibilities

5.1. Dean

- Ensuring the overall quality of assessments and compliance with the policy.
- Verifying that assessments are set at the appropriate AQF level and are fair and comprehensive.
- Overseeing the accreditation process for courses of study.
- Addressing any concerns or issues related to assessment quality.
- Providing guidance and support to faculty and staff in implementing the policy.

5.2 Academic Staff

- Developing and designing assessments that align with course and unit learning outcomes and meet the standards outlined in the policy.
- Ensuring that assessments are fair, valid, efficient, and inclusive.
- Providing timely and informative feedback to students on their assessed work.
- Integrating assessments into the learning process, including both formative and summative assessments.
- Using appropriate digital tools and technologies to streamline assessment processes.
- Collaborating with colleagues to ensure consistency in assessment practices and standards.

5.3 Course Coordinators and Unit Coordinators

- Participating in regular review and moderation processes to maintain and enhance assessment validity.
- Complying with the policy guidelines and requirements.
- Conduct regular reviews of assessments to ensure validity, fairness, and alignment with learning outcomes for the units that have assigned to unit coordinators within each campus or that fall to course coordinators in the absence of unit coordinators.
- Moderating assessments and grading to maintain consistency and standards.
- Providing recommendations and feedback for improving assessment quality.
- Participating in accreditation processes when required.
- Ensuring that the policy is being followed and implemented effectively.
- Reviewing and approving unit outlines and assessment components.
- Providing guidance and support to faculty and staff in implementing the policy.
- Collaborating with the Dean and Compliance Officer to address any issues or concerns related to assessment quality.

5.4 Students

- Engaging in assessments and actively participating in the learning process.
- Demonstrating their learning and achievement against the learning objectives of the unit of study.
- Adhering to academic integrity principles and policies.
- Providing feedback on the assessment process and raising concerns if necessary.
- Utilising the feedback received to improve their performance and understanding.

5.5 Head of Quality and Risk

- Ensuring that the policy is implemented and followed across all aspects of the Colleges operations.
- Monitoring and auditing the assessment practices and processes to ensure compliance with the policy.
- Identifying any gaps or areas of improvement in the assessment procedures.
- Conduct regular assessments of the policy's effectiveness and suggest revisions if required.
- Addressing any compliance-related issues or concerns.
- Conduct periodic audits and evaluations to assess the effectiveness of the policy.

5.6 Teaching and Learning Committee

- Providing input and recommendation to assessments and their effectiveness.

5.7 Academic Board

- Overall approval of the design, quality and compliance of assessments at the course development stage as per the Course Development, Review and Approval Policy and Procedure.

6.0 Definitions

Term	Definition
Accreditation	The process of obtaining official recognition and approval for a course of study from relevant professional bodies or regulatory authorities. It ensures that the course meets specific standards and requirements.
Assessment	The methods and procedures used to measure a student's academic progress and standard at a given time. It includes various types of evaluations, such as awarding of credit, formative assessment, and summative assessment.
Awarding of Credit (credit exemptions, RPL, advanced standing)	The process of identifying the level of understanding, performance, or knowledge attained by a student before commencing learning in a course/unit. It does not contribute to the student's final grade.
Course Design	The development of a course, including its structure, duration, mode of delivery, entry requirements, learning outcomes, methods of assessment, and compulsory requirements for completion.
Formative Assessments	Assessment is specifically designed to provide feedback to the student during the learning experience. It includes self-assessment, peer-assessment, and lecturer/tutor assessment.
Efficiency	Striving for efficiency in assessment while maintaining its effectiveness. It leverages appropriate digital tools and technologies, measures student learning and provides timely feedback using efficient resource allocation.
Equity	Ensuring equal access and fairness in assessment processes for all individuals, while considering relevant individual needs. It involves eliminating disadvantages, addressing special needs, and providing alternative assessment arrangements when necessary.
Fairness	Ensuring equal opportunities for all students to demonstrate their learning without discrimination or bias. It also includes promoting behaviour consistent with student rights and responsibilities and fostering academic integrity.
Feedback	Information provided to students regarding their assessed work, highlighting strengths and weaknesses, and offering suggestions for improvement. It should be timely, informative, and directly linked to the learning outcomes and assessment criteria.
Grading	The process of assigning grades or marks to students based on their performance in assessments. It determines the level of student attainment and is essential for awarding qualifications.

Incorporation	Seamless integration of assessment into the learning process, fulfilling both formative and summative purposes. It actively involves students with course content, fostering deeper comprehension and practical application of knowledge.
Invigilated Mode	Observed assessments and includes in class tests, supervised examinations, presentations, classroom participation and role plays
Learning Outcomes	The specified knowledge, skills, and competencies that students are expected to achieve upon completing a course of study. They encompass discipline-related and generic outcomes, including specific knowledge, generic skills, employment-related skills, and independent and critical thinking skills.
Non-invigilated Mode	Assessments that are not observed and includes essays, assignments, projects, take-home exams and take-home texts
Quality Assurance	The overall process of ensuring the quality of assessments and compliance with the policy. It involves verification, monitoring, review, and continuous improvement of assessment practices.
Remark	refers to the process of re-evaluating a student's assessment task by an independent academic staff member, usually initiated when a student believes their work has been graded unfairly, inaccurately, or inconsistently with the stated assessment criteria.
Resit	refers to a process that allows a student to attempt an assessment task again after an initial unsuccessful attempt, typically due to not meeting the required learning outcomes or standards for the task. Resits are not guaranteed but may be offered under specific conditions
Special Consideration	refers to a process designed to provide equitable academic support to students whose ability to complete an assessment task or meet academic requirements has been significantly impacted by exceptional, unforeseen circumstances beyond their control.
Summative Assessment	Assessment focused on measuring the outcomes of the learning experience and concerned with the evaluation of the final outcomes of the learning experience.
Validity	The quality of assessment that ensures meaningful evaluation of student learning. It aligns with the intended objectives of the course, utilises criterion-referenced assessment methods, and conforms to national, discipline-specific, and professional standards.

7.0 Related policies and procedures

- Course Progress Policy HE and VET
- Course Progress Procedure HE and VET.pdf
- Course Development, Review and Approval Policy
- Course Development, Review and Approval Procedure
- Complaints and Appeals Policy
- Complaints and Appeals Procedure
- Academic Staff Engagement Procedure
- Fostering Academic Integrity Policy
- Fostering Academic Integrity Higher Education Procedure
- Fostering Academic Integrity - VET Procedure
- Marketing Material Integrity and Compliance Policy

8.0 Policy Information

Policy name:	Student Assessment and Grade Management Policy and Procedure
Document number:	1.4.1
Version number:	6
Purpose:	To ensure quality assessments at AE and ICHM, promoting fairness, validity, efficiency, and equity.
Audience:	☒Staff | ☒ Students| ☒Public
Category:	Student Participation and Attainment
Subcategory:	Learning Outcomes and Assessment
Date approved:	19/05/2025
Date of last approval:	07/05/2026
Effective date:	07/05/2026
Next review date:	07/05/2028
Responsible Officer	Associate Dean – Academic Quality
Document Advisor(s)	Dean, Provost, Student Support Manager
Approving authority:	Academic Board
Responsibilities:	Academic Board, Executive Management

9.0 Change Log

Date	Version	By	Notes
12/01/2022	5.9	Dean (TW)	Updated to current policy template
26/5/2023	5.10	Narelle Whatley (Dean)	Major Rewrite Separation of Grade Schedule as Appendix Inclusion of course development, assessment development process. Addition to definitions Addition to roles and responsibilities
28/11/2024	5.11	Narelle Whatley (Dean)	Added sections related to special consideration and resit policies. Note: This policy supersedes the standalone **Special Consideration Policy**. All processes related to special consideration are now included here to ensure consistency and accessibility. No separate document will govern special consideration from this point forward. Broaden definition section to include special consideration, remark, resit. Reworded title of policy. Added references to third-party arrangements. Added reference to academic integrity risks posed by GenAI.
07/05/2026	6	Mosfeka Jomaraty (Associate Dean Academic Quality)	The policy and procedure has been expanded in scope to cover both Acknowledge Education and the International College of Hotel Management. It has been substantially restructured to incorporate detailed procedures for assessment submission, extensions, special consideration, grade review and appeals, replacing previously separate documents and ensuring governance consistency across both institutions. This Policy and Procedure ward reviewed and approved by the Academic Board on 07/05/2026.
10/09/2026	6	QAM	Minor amendments to Appendix A- Assessment Grading Scale, as requested and approved by the Academic Board.

Appendix A: Assessment Grading Scale

Assessment Grading Scale

The Colleges applies the following grading scheme to the marks achieved by the student.

Higher Education			
Code	**Grade (Nomenclature)**	**Mark**	**Information**
HD	High Distinction	80-100	Outstanding comprehension and demonstration of Unit Learning Outcomes
D	Distinction	70-79	Excellent comprehension and demonstration of Unit Learning Outcomes
C	Credit	60-69	Sound comprehension and demonstration of Unit Learning Outcomes
P	Pass	50-59	Satisfactory comprehension and demonstration of Unit Learning Outcomes
UP	Ungraded Pass	Successful	Awarded for a successful outcome in a unit, used in place of a numerical Pass grade where a mark is not assigned
PSA	Pass Supplementary Exam	50	Awarded a Pass after successfully passing a supplementary exam
N	Fail	Below 50%	Fails to Satisfactory comprehension and demonstration of Unit Learning Outcomes
UF	Ungraded Fail	Not Successful	Awarded for an unsuccessful outcome in a unit, used in place of a numerical Fail grade where a mark is not assigned
R	Resit	-	Interim grade pending the result of the supplementary assessment. Success in the supplementary exam will result in either a Pass (PSA) or Fail (N) result
ND	Deferred Result	-	Interim grade pending result of a deferred exam
DNS	Did Not Sit Exam	0-60	Completed some assessments of the unit but did not attempt the final exam
DNA	Did Not Attempt Unit	0	Enrolled in unit, did not withdraw or attempt any unit assessments
Q	Did Not Make Terms	0-100	Failed unit for any other reason
W	Withheld Result	-	Results withheld for non-payment of fees, outstanding library books, and other administrative reasons
WNF	Withdraw- Not fail	-	Withdrawal from the unit prior to the census – no academic and financial penalty
WF	Withdraw Fail	0-48	Withdrawal from the unit on or after the census. Equivalent to N and counts towards GPA

Higher Education			
Code	**Grade (Nomenclature)**	**Mark**	**Information**
CT	Credit Transfer	-	Credit transfer is a process that provides students with agreed and consistent credit outcomes for components of a qualification based on identified equivalence in content and learning outcomes between matched qualifications
RPL	Recognition of Prior Learning	RPL	Unit assessment outcome based on the individual's relevant prior learning (including formal, informal and non-formal learning)

Appendix B: Appeal of Grades Flowchart

