



Policy: Student assessment (coursework)

Purpose

To describe standards underpinning the University's assurance of student learning outcomes through assessment activities.

Overview

This policy sets out principles designed to support the design, application and review of assessment tasks to support the achievement of student learning outcomes.

Scope

This policy applies to all ANU staff and coursework students across the University.

Policy statement

1. ANU develops and reviews assessment activities that:
 - align with the strategic directions of the University;
 - align with national and international disciplinary and interdisciplinary standards;
 - are consistent with the [Australian Qualifications Framework](#) and the [Higher Education Standards Framework \(Threshold Standards\)](#); and
 - are equitable across cohorts of students.

Assessment design principles

2. Assessment tasks are designed to provide opportunities for students to demonstrate attainment of course and Award learning outcomes. Those tasks are consistent with the University's standards for academic integrity and reflect institutional and disciplinary and interdisciplinary standards for Award learning outcomes.
3. Students are provided with two or more assessment tasks per course to demonstrate attainment of all of the course learning outcomes, unless it is a College-approved thesis or project course.
4. Teaching staff inform students of the assessment tasks required in a course, the relationship of those tasks to the learning outcomes, the assessment criteria for each assessment task and the timing of those assessment tasks and feedback. Students enrolled in a course have the opportunity to request changes to the form and timing of

course assessment and feedback before ten per cent of a teaching period has elapsed. Teaching staff respond to student comments and suggestions.

5. Student participation in specific course activities can be assessed if the skills and abilities at work in that participation are reflected in the course learning outcomes. Marks and or grades cannot be given merely for attendance at course activities.

6. Completion of specified class activities can be a requirement of passing a course if this can be justified to College Education Committee on the basis of the teaching model being employed (e.g. group experiments in science or case study teaching) and is stated in the class summary.

7. Where the total sum of assessment of non-written activities (e.g. oral presentations, musical performances) exceeds ten per cent of the overall assessment in a course, Colleges put in place appropriate procedures, which would allow subsequent validation of the assessment, such as recording of the assessment items.

8. Group assessment tasks provide students with at least some opportunity to demonstrate their skills as individuals.

9. All students enrolled in coursework who have followed the confirmed assessment system for the respective courses are eligible to present work/sit any examination required for final assessment. Course examinations are conducted according to the [Coursework Awards Rules](#) and the [Assessment Rules](#) (Final Assessment).

10. A student achieving a final course result of N45%-N49% is offered supplementary assessment, which is conducted according to the procedures described in the [Assessment Rules](#).

11. A student receiving a final course result of N44% or below is not offered a supplementary examination unless a student fails what would otherwise be the final session of their program and the student is able to evidence exceptional circumstances with documentation, an Associate Dean (Education) may approve a supplementary assessment for a student receiving a final course result of N44% or below. All such approvals are reported annually to AQAC 3 and Academic Board in a format that complies with Clause 72 of this policy and in accordance with Clause 73 of this policy.

12. Hurdle assessments are identified in class summaries on Programs and Courses and can be used in the following circumstances:

- a student is required to pass all assessment components in the course to be eligible to sit in the final exam; or
- a student is required to pass the final exam to pass the course; or
- a minimum/pass mark in a particular assessment(s) item (assignment or exam) is required to pass the course, regardless of performance in other items; or

- a student is required to pass all assessment items to pass the course (competency and/or grade based); or
 - a student is required to attempt all assessment items to pass the course.
13. The hurdle assessment is approved by the College Education Committee or the Associate Dean (Education) of the relevant College.

Assessment task submission: Assignments

14. Where appropriate and possible, students submit assessment items in a form which allows assessment to take place anonymously, in order to ensure that judgments are being made, and are perceived to being made, fairly and free of bias.

15. The University prefers students to submit assignments online using the University approved text-matching software (Software).

16. In rare cases where online submission using Turnitin software is not technically possible; or where not using Turnitin software has been justified by the Course Convener and approved by the Associate Dean (Education) on the basis of the teaching model being employed; students submit assessment online via 'Wattle' outside of Turnitin, or failing that in hard copy, or through a combination of submission methods as approved by the Associate Dean (Education). The submission method is published in the class summary.

17. If a student does not:

- consent to submitting their assessment into the Software source database (and providing the Software owner with a licence to use and permanently store the assignment into the Software source database); or
- agree to the terms of the Software end user agreement;

students submit assessment online via 'Wattle' outside of Turnitin, or failing that in hard copy, or through a combination of submission methods as agreed with the Course Convener.

18. All assessment task submissions, regardless of mode of submission, require agreement to the following declaration by the student:

"I declare that this work:

- upholds the principles of academic integrity, as defined in the [Academic Integrity Rule](#);
- is original, except where collaboration (for example group work) has been authorised in writing by the course convener in the class summary and/or Wattle site;

- is produced for the purposes of this assessment task and has not been submitted for assessment in any other context, except where authorised in writing by the course convener;
- gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used;
- in no part involves copying, cheating, collusion, fabrication, plagiarism or recycling.

I acknowledge that I am expected to have undertaken Academic Integrity training through the Epigeum Academic Integrity modules prior to submitting an assessment, and so acknowledge that ignorance of the rules around academic integrity cannot be an excuse for any breach.”

19. Assessment is anonymous where appropriate and possible.

20. The University takes academic misconduct seriously and takes action under the University [Academic Integrity Rule](#).

21. All assessment task submissions submitted via Turnitin require agreement to the following declaration by the student:

- “By checking this box I confirm that I have read and understood the information available relating to Turnitin and I am aware that unless I choose to opt-out from using Turnitin, I agree to submit my assignment to Turnitin for the purposes of text-matching. I also agree to provide Turnitin with a perpetual, irrevocable licence (and right to sub licence) to store and use my assignment for the purposes of text-matching. I also agree that my use of the Turnitin service is subject to agreeing to the Turnitin User Agreement.”
- If students do not agree to these terms, students are not able to submit their assignment in to Turnitin. Students need to contact their lecturer to discuss alternative submission methods.
- For additional information regarding Turnitin please review the [Turnitin Frequently Asked Questions \(FAQs\)](#).

22. Students who elect not to submit an assessment task through Turnitin are required to submit, alongside the assessment item itself, hard copies of all references included in the assessment item.

23. Hard copy submissions utilise the [Assignment Cover Sheet form](#).

Late assessment task submission

24. Penalties for late submission of assessment where an extension has not been approved are consistently applied across all students enrolled in a coursework course.

25. For coursework courses, the Course Convener determines whether late assessment is accepted for a course.
26. For coursework courses, where late assessment is accepted, assessment tasks are not accepted after the earlier of the following: the
- tenth (10th) working day after the due date; or
 - date specified in the class summary for the return of the assessment item.
27. Late submission of take home examinations is not permitted.

Assessment task extensions

28. Approval for an extension of the due date for an assessment task is the responsibility of the Course Convener or nominee.
29. Assessment extensions are not used in lieu of repeating a course in a future study period.
30. Extensions of take home examinations are not permitted. If circumstances exist that are beyond a student's control and could not have been reasonably anticipated, avoided, or guarded against, a student may be eligible for further examination under the appropriate clauses in this policy.

Assessment arrangements for students from language backgrounds other than English

31. Students in their first year of study can apply for concessional arrangements for timed assessments conducted in English.
32. Timed assessment tasks (such as exams and tests) are those where students would generally devote the whole time between the release and the return of the tasks to the assessment.
33. Concessional arrangements include extra time to complete the assessment, or use of a dictionary that is English language/language spoken by the student at home.
34. Concessional arrangements are not available in ANU courses delivered wholly overseas as part of off-campus ANU programs.
35. To be eligible to apply for concessional arrangements in timed assessments, students have been:
- educated in a country where English is not the first language and who speak a language other than English at home; or
 - born outside Australia and arrived in Australia up to ten years prior to the date of application and speak a language other than English at home; or

- born in Australia but before enrolling at ANU lived in a country where English is not the first language and who speak a language other than English at home;

and,

- be in their first 12 months of enrolment, either full-time or part-time; and
- be able to demonstrate a mix of both linguistic and cultural factors, which disadvantage them in timed assessment tasks such as exams or tests conducted in English; and
- have maintained at least 80% attendance at the ANU Extra-Curricular Support Service classes during the semester as at the date that each assessment item for which extra time is requested is due (the Extra-Curricular Support Service is free to ANU students).

Feedback, grading and marking

36. Students receive timely, constructive and actionable feedback on their performance in assessment tasks to assist with their learning.

37. The mark for each assessment item is recorded in the ANU Learning Management System (Wattle) Gradebook and, is visible to students, except for the final assessment that is not visible to students, for all courses commencing after 1 July 2021 (excluding Winter Session 2021 courses) unless the Associate Dean (Education) approves a case that demonstrates that the proposed grading scheme for the course cannot technically be implemented in Wattle Gradebook. All granted exemptions, including the case, are reported to AQAC 2 of each year in a format that complies with Clause 72 of this policy and in accordance with Clause 73 of this policy.

38. Exemptions granted under clause 37 remain in place for the calendar year in which they are granted.

39. Students have the opportunity to undertake at least one formative or summative assessment task and receive feedback on their performance before 50% of a teaching period has elapsed. In rare cases a relevant Associate Dean approves an exception to this arrangement on the basis of the teaching model being employed. This clause does not apply to thesis or project courses.

40. Students have the opportunity to undertake assessment tasks and receive feedback on performance which does not contribute to their final grade. This can take such forms as self-assessment, peer-assessment, in-class feedback or the provision of examples of high standard work. This does not apply to College-approved thesis or project courses.

41. Student performance is assessed against defined assessment criteria published in the class summary for each assessment task. The overall judgement is expressed as a grade and or a mark, as outlined in Table 1.

42. A mark of 0-100% with appropriate grade is given where the student has attempted any assessment task in a course, and there are no outstanding hurdle assessments to be completed that would otherwise result in the awarding of a Not completed/Fail (NCN) result.

43. A result of NCN is awarded if the student has:

- attempted none of the assessment components of the course; or
- failed or not attempted a hurdle assessment component for the course and the student has not been offered a supplementary assessment as their final result for the course is less than N45; or
- failed a hurdle requirement and been offered a supplementary assessment under 15(2) of the Assessment Rules, and fails the supplementary assessment (an NCN is applied in accordance with 17(6) of the Assessment Rule).

Table 1: Grades, numerical marks and standards for coursework courses

Grade	Letter Grade	Numerical Mark (%)	Standards
High Distinction	HD	80-100	Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level
Distinction	D	70-79	Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level
Credit	C	60-69	Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level
Pass	P	50-59	Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level

Pass at Supplementary Examination	PS	50	
Fail	N	0-49	Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated

44. The performance students in the Doctor of Medicine and Surgery is classified higher level pass, pass, and fail.

45. Table 2 outlines the honours grades and graduate coursework exit standards that are awarded.

Table 2: Honours grades and graded graduate coursework exit standards

Numerical Mark (%)	Honours or Masters Advanced Grade	Honours or Masters Advanced Letter Grade	Graduate Diploma*	Masters (Coursework)*
80-100	First Class Honours	H1	Awarded the Diploma with Distinction	with Distinction
70-79	Second Class Honours Division A	H2A	Awarded the Diploma with Merit	with Merit
60-69	Second Class Honours Division B	H2B	Awarded the Diploma	Awarded the Masters
59 and below	Third Class Honours	H3	Awarded the Diploma	Awarded the Masters

*For students who commenced their program prior to 1 January 2016. Students who commenced their program on or after 1 January 2016 need to refer to the [Coursework Awards Rule](#).

46. These two grade scales provide a common framework for the University.

47. Students receive a Grade Point Average (GPA) that is calculated based on their academic career. The GPA is calculated on a 7 point scale using the values in table 3 and the following formula:

$$\text{GPA} = \frac{\sum (\text{grade point value} \times \text{units})}{\sum \text{units}}$$

48. A GPA is not calculated in the following circumstances:

- students enrolled in these programs do not receive a GPA: A research program; Bachelor of Medicine/Bachelor of Surgery (MBBS); Doctor of Medicine and Surgery, Medicinae ac Chirurgiae Doctoranda (MChD); Graduate Diploma of Legal Practice; A non-award program;
- courses that are graded on a pass/fail basis are not included in calculating the GPA;
- courses with interim or unresolved grades are not included in calculating the GPA (refer to Table 4 below);
- courses with a KU grade are included in the formula when the grade is a part of a series of courses, once the final course is awarded a final grade;
- courses with an IP grade are included in the formula when the IP grade is a part of a series of courses, once the final course is awarded a final grade.

49. Where a Weighted Average Mark (WAM) is required, it is calculated using the following formula: $\frac{\sum (\text{mark} \times \text{units})}{\sum \text{units}}$:

- a. no weighting other than units is used;
- b. courses with a grade of NCN or WN are included with a nominal mark of zero;
- c. courses that are graded on a pass/fail basis are not included;
- d. courses with interim or unresolved grades are not included (refer to Table 4 below);
- e. other courses specified in the relevant Rule, Policy, Procedure or Order as excluded are not included;
- f. courses with a KU grade are included when the grade is a part of a series courses, once the final course is awarded a final grade;
- g. courses with an IP grade are included when the IP grade is a part of a series; and
- h. of courses, once the final course is awarded a final grade.

Table 3: Grade Point Values

Grade	Description	Grade Point Value
HD	High distinction	7
D	Distinction	6
CR	Credit	5
P	Pass	4
PS	Pass at a supplementary exam	4
N	Fail	0
NCN	Not completed/Fail	0
WN	Withdrawn with failure	0
H1	First Class Honours	7
H2A	Second Class Honours Division A	6
H2B	Second Class Honours Division B	5
H3	Third Class Honours	4

Table 4: Exclusions from GPA and WAM calculation

Grade	Description
WD	Withdrawn without failure
CRS	Course requirement satisfied

HLP	Higher level pass
DA	Deferred assessment
PX	Offered supplementary assessment
RP	Result pending
WA	Withheld for administrative reasons
WF	Withheld for fees reasons
EE	Enrolled elsewhere
STI	Status internal (internal credit)
STE	Status external

Special assessment arrangements

50. Special assessment arrangements are made in accordance with the University Assessment Rules. Students provide evidence and arrangements are formally documented and officially approved by the Registrar.

Deferred examinations

51. The Assessment Rules permit a student who was unable to attend an examination to undertake a deferred examination.

52. Deferred examinations must conform with the description of the original examination as listed in the class summary..

53. An application for deferred examination is to support students with an unexpected short term condition which occurs:

- before the scheduled examination date, but worsens on that date; or
- before the scheduled examination date, but the full effect or magnitude does not become apparent until on that date; or

- on the date of a scheduled examination and impacts a student's ability to attend the examination; or
- during a scheduled examination.

54. The consideration of an application for deferred examination takes into account all previous applications, including applications over multiple semesters without registration with the [Access and Inclusion Office](#).

55. Causes that prevent a student from attending an examination include extenuating circumstances beyond a student's control and which could not have been reasonably anticipated, avoided, or guarded against such as:

- an unexpected illness or exacerbation of an existing illness;
- the illness/death of a family member;
- trauma;
- misadventure;
- being a victim of crime; and
- where it is impractical to attend the scheduled examination due to commitments as a registered elite athlete.

56. Illness or other causes are not considered as extenuating circumstances beyond a student's control if the:

- condition or circumstances are the intended or reasonably foreseeable consequence of a student's own action or inaction and could have reasonably been avoided;
- illness or event and their impact are not severe or relevant to the examination conditions and the scheduled examination date;
- independent professional assessment and opinion of the student's illness or event do not support the student's claim to adversely affect the student's capacity to undertake the examination concerned.

57. Deferred examinations are approved only where the granting of a deferred examination rectifies a disadvantage. Deferred examinations are not approved where the granting of a deferred examination would create an unfair advantage for the applicant.

58. The onus is on a student to provide evidence to substantiate the claim. An application contains all relevant documentation and the University does not consider documentation provided to the University for other means as part of a separate request.

59. No deferred examination is scheduled more than two times. No student completes more than two deferred examinations for a single course.

60. Students have a right to appeal the original decision in relation to their eligibility for a deferred examination.

Special consideration

61. The Assessment Rules permit a student to submit a statement of circumstances that has adversely affected their academic performance in a course.

62. Circumstances that have adversely affected a student's academic performance are those circumstances beyond a student's control and could not have been reasonably anticipated, avoided, or guarded against such as:

- an unexpected illness or exacerbation of an existing illness;
- the illness/death of a family member;
- trauma;
- misadventure;
- being a victim of crime.

63. Circumstances are not considered as extenuating circumstances beyond a student's control if the:

- condition or circumstances are the intended or reasonable foreseeable consequence of a student's own action or inaction and could have reasonably been avoided;
- illness or event and their impact are not severe or relevant to the assessment type and/or the deadline;
- independent professional assessment and opinion of the student's illness or event do not support the student's claim to adversely affect the student's capacity to undertake the assessment concerned.

64. The onus is on a student to provide evidence to substantiate the claim. An application contains all relevant documentation and the University does not consider documentation provided to the University for other means as part of a separate request.

Supplementary assessments

65. Supplementary assessments are granted in accordance with the University Assessment Rules and this policy.

Assessment review and appeals

66. The University recognises the right of students to seek a review of, and to appeal against, a result for an assessment task within a course, or their final result in a course. Appeals against a result for an individual assessment task are considered as a component

of the final grade, after the final grade is released. Appeals against assessment outcomes are conducted according to the Assessment Rules.

67. Students are permitted, with University staff supervision, to inspect non-returnable assessment items such as examination scripts, up to four months after the completion of the course assessment. The University cannot charge fees for inspections, other than the cost recovery associated with the reproduction of any relevant documents requested by the student.

Further examinations

68. Where a student falls ill during an examination, the student is to complete the examination and apply for Special Consideration, if possible.

69. Where a student abandons the examination after falling ill during the examination, and they have seen the examination paper, they can lodge an application for further examination through the deferred examination procedure and form.

Monitoring student assessment outcomes

70. The assessment tasks and the judgements made of student learning in a course are reviewed before the final mark or grade is approved to ensure that the judgements of student performance are appropriate, consistent, transparent, reliable and valid.

71. Colleges monitor, review and report on the outcomes of the assessment of student learning in all undergraduate and graduate coursework courses and maintain, monitor and act on trend data and ensure that activities reflect national and international disciplinary and interdisciplinary standards, as well as qualification type learning outcomes.

72. Records of assessment processes and course assessment outcomes in terms of marks/grades are kept in accordance with the [University Policy: Records and Archives Management](#). Academic administrative records documenting the grading of individual components of assessment are retained per the Records Disposal Authority Student Progress Student Services disposal class number 11539. As at March 2022, the required duration for retaining records of this type is one year.

73. The [Academic Quality Assurance Committee](#) (AQAC) monitors the performance of students, including attrition, further study and employment rates and grade distribution, and College reports on quality assurance processes for assessment activities, including alignment with national and international disciplinary and interdisciplinary standards, as well as qualification type learning outcomes.

74. All personal information is handled in accordance with the ANU Privacy Policy and the Privacy Act 1988 (Cth). Personal information is only used or disclosed for the purpose(s) it was collected or where the University has express consent from the individual(s).

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