



ACADEMIC PATHWAYS PROGRAM ASSESSMENT POLICY

SECTION 1 - PURPOSE AND CONTEXT

- (1) Within the Academic Pathways Program, a criteria and standards-based approach to student assessment is used. Criteria and standards-based assessment requires that criteria be identified and performance standards be described so that students know the level of performance required for each assessment task.
- (2) The Assessment Policy is closely aligned with the Academic Standards and Assessment Framework, which provides an overarching approach to curriculum design, delivery and support. The Framework identifies key principles against which the University plans and measures its success and identifies areas for improvement. The Assessment Policy is an example of how the Framework has been applied to assessment.
- (3) In addition to the policy, procedures and guidelines, the University has published a Teaching and Learning - Fundamental Code, which it expects staff to uphold.
- (4) This policy must be read and understood in conjunction with the Assessment Guide and University policies, including, but not limited to the:
 - a. [Academic Records Issuance Policy](#)
 - b. [Course Advice to Students Policy](#)
 - c. [Courses and Units Approval Policy](#)
 - d. [Disability Policy](#)
 - e. [Examinations Policy](#)
 - f. [Graduate Attributes](#)
 - g. [Graduation Policy](#)
 - h. [Indigenous Education Policy](#)
 - i. [Records and Archives Management Policy](#)
 - j. [Review of Grade Policy](#)
 - k. [Special Consideration Policy](#)
 - l. [Student Misconduct Rule](#)
 - m. [Unit Outline and Learning Guides Policy](#)

SECTION 2 - DEFINITIONS

- (5) For the purposes of this policy, the following definitions apply:
- a. “Assessment Tasks” - include, but are not limited to: essays, tests, examinations, laboratory, clinical or field practicum, projects, compilations, productions, presentations, performances, web-based discussion.
 - b. “Cohort” - refers to all students correctly enrolled in a unit of study.
 - c. “Criteria” - are specific performance attributes or characteristics that the assessor takes into account when making a judgement about the student response to the different elements of the assessment task.
 - d. “Fair Assessment” - is assessment that is feasible for the students' level of progression through their program, has transparent processes (i.e. marked according to articulated criteria and standards) and provides timely and constructive feedback.
 - e. “Inherent Requirements” - refers to the fundamental parts of a course or unit that must be met by all students. They are the abilities, knowledge and skills needed to complete a course. Students with a disability or chronic health condition can have reasonable adjustments made to enable them to meet these requirements. There may also be other considerations, such as cultural or religious considerations, that may impact the capacity of students to meet an inherent requirement and may require adjustments. However, any adjustments must not fundamentally change the nature of the inherent requirement.
 - f. “Learning and Teaching Manager” - each discipline area will have a Learning and Teaching Manager coordinating the program area. Students should be made aware of the relevant person for the unit/program at the beginning of their studies.
 - g. “Mandatory Assessment Task” - formal assessment task that must be attempted to pass a given unit.
 - h. “Mixed Cohort Unit” - involves students being taught together who will have results reported using different grading schema.
 - i. “Moderation” - means regulating the marking of individual markers to achieve consistency in the application of unit outcomes, performance standards and marking criteria.
 - j. “Standards” - are statements describing the level or quality of student performance of criteria, in an assessment task.
 - k. “Threshold Requirement” - a component of a unit that must be passed in order to pass the unit.
 - l. “Valid Assessment” - refers to the explicit and clear alignment between intended learning outcomes and the assessment methods used to measure student achievement of those outcomes.
 - m. “The College” - Western Sydney University The College a division of Western Sydney University Enterprises Pty Limited.

n. "The University" - Western Sydney University.

SECTION 3 - POLICY STATEMENT

- (6) Each course will have course learning outcomes that are consistent with the level and field of education and informed by national and international comparators, and industry or professional standards where applicable and comparable to the corresponding University unit.
- (7) Within the Academic Pathways Program, assessment is based on established criteria and standards, not ranking, and will:
 - a. guide and encourage effective student learning. Assessment tasks will align with learning outcomes which reflect course and unit objectives and relevant graduate attributes;
 - b. sufficiently, fairly, validly and reliably measure student performance of intended learning outcomes; and
 - c. define and maintain academic standards.
- (8) Each unit will have:
 - a. unit learning outcomes that support the relevant course learning outcomes that have been informed by the University graduate attributes in the context of the overall program and the discipline area;
 - b. assessable tasks developed to collect evidence of student attainment of unit learning outcomes. The logic of the assessment tasks will be explained to the students in the form of a rationale;
 - c. standards developed by applying professional judgements about expected levels of student performance on assessment criteria. Standards for Foundation units and other preparatory units will be benchmarked against acceptable levels of performance at Year 12 level or equivalent and all other units will be benchmarked against acceptable levels of performance within the University, discipline and/or profession.; and
 - d. clear criteria and standards of performance developed for each assessment task, based on criteria published in the Learning Guide. These criteria and standards will be described so that students are informed about the level of performance required for each assessment task.
- (9) Unless otherwise specified (in the Unit Proposal Form, the Unit Outline and the Learning Guide) all assessment tasks are considered mandatory. This ensures that all unit learning outcomes and related course learning outcomes are assured.
- (10) The number and nature of assessment tasks will be consistent with the unit documentation approved through the Courses and Units Approval process. Variations will only be permitted to the extent that they are permitted by the Courses and Units Approvals process.
- (11) Threshold requirements may be set for individual units where they are included in the approved unit documentation. Where threshold requirements are not met and: a) the student has achieved a total mark of 50 or more for the unit, the appropriate grades are

Compulsory Fail or Practicum Fail; b) the student has achieved a total mark of less than 50 for the unit, the appropriate grade is Fail.

- (12) Where a unit contains a mixed cohort of students, different assessment tasks may be used for the separate groups but they must still align with the unit objectives.
- (13) Moderation will occur:
- a. before marking assessment tasks to ensure markers have a shared understanding of standards;
 - b. after marking to ensure markers have applied standards consistently. This may include:
 - i. spot checking at random;
 - ii. double marking; and
 - iii. reviewing borderline results.
- (14) Assessment, Moderation and Quality Assurance in the College Academic Pathways Program courses:
- a. the assessment system for each unit including gradings will be monitored by someone other than the course teacher to ensure it reflects formal assessment levels. The monitor will normally be the relevant Learning and Teaching Coordinator and/or Learning and Teaching Manager;
 - b. where a unit involves more than one class the assessed coursework tasks and the assessment criteria applied must be consistent across all classes;
 - c. course work results given by course teachers in each unit must undergo a moderation process each term, involving all teachers in the unit and an independent review and validation of the results. The independent review and validation should be carried out by the relevant Learning and Teaching Coordinator and/or Learning and Teaching Manager;
 - d. moderation of assessment tasks and final examinations will occur:
 - i. before marking to ensure markers have a shared understanding of standards;
 - ii. after marking to ensure markers have applied standards consistently. This will involve check marking at random and reviewing borderline fails.
 - e. moderation meetings including lists of attendees must be documented;
 - f. final examination papers must be approved by more than one person with relevant experience. This should be the Learning and Teaching Coordinator and Learning and Teaching Manager. A record of approvals must be kept for each examination period and the examination approval template used. Where Academic Pathways Program units have equivalents at the University, approval will also be required from the University Unit Coordinator;

- g. marked examination papers must be subject to an independent review and validation process. Such a review is to be conducted by the Learning and Teaching Coordinator or Learning and Teaching Manager. The results of the review must be documented. Where units have equivalents at the University, a review will be conducted by the University Unit Coordinator;
 - h. examination results in each unit must undergo a moderation process each teaching session involving all teachers engaged in examination marking and an independent review and validation of the results by the Learning and Teaching Coordinator and/or Learning and Teaching Manager;
 - i. the pattern of results including the percentage of students recording each grade in each unit will be recorded and be subject to analysis over time;
 - j. changes made to the results given by teachers must be documented and recorded accurately. A nil return should also be used; and
 - k. no changes are to be made to results after students have been given either assessment marks or final grades unless such changes are the result of a review of grade/change of grade.
- (15) Mathematical scaling of marks for an assessment task is not permitted after students have received marks for that assessment task but in exceptional circumstances the final marks for a unit may be adjusted for the whole cohort.
- (16) The Assessment Committee will review and recommend approval of final grades.
- (17) Attendance and engagement: Academic Pathways Program expects academic staff to encourage students to regularly and actively participate in all scheduled educational activities (such as lectures, online activities, tutorials, practicals, online discussions); see Teaching and Learning - Fundamental Code. For assessment purposes:
- a. marks may not be awarded for attendance alone;
 - b. where attendance is identified as an essential component in the assessment of a unit (for example, for professional accreditation), attendance will be recorded but no marks will be assigned. Attendance will be an ungraded essential component of the unit (a threshold requirement). Where attendance is an ungraded essential component of the unit, attendance records must be retained by the Learning and Teaching Coordinator and students must be notified of the attendance requirement in the Unit Outline and Learning Guide;
 - c. participation can only contribute to an assessment item provided the item and criteria include participation in a way that is consistent with the principles for assessment. No more than 10% of the marks in any unit may be awarded for general class participation. Explicit criteria for assessment of this participation must be stated in the Learning Guide and explained by the Learning and Teaching Coordinator at the start of each unit.

PART A - RESPONSIBILITY FOR ASSESSMENT

Senior Academic Staff

- (18) It is the responsibility of all senior academic staff who oversee units and programs to ensure in their area of responsibility that:
- a. assessment methods and practices of all teaching staff, including part-time and sessional staff, comply with this Policy and other related University policies and the Teaching and Learning - Fundamental Code;
 - b. correct and timely processes are followed by The College;
 - c. where units are taught across more than one campus/mode the assessment tasks and marking are to be equivalent;
 - d. quality processes are implemented to;
 - e. ensure timely and constructive feedback on assessment tasks;
 - f. promote consistency in marking standards across units and academic programs;
 - g. assessment tasks are aligned with learning outcomes and provide students with a range of experiences in assessment, and are implemented on a whole of program basis; and
 - h. assessment tasks are staged so that students have sufficient time to absorb and make use of assessment feedback in subsequent assessment tasks in the unit. Ordinarily one assessment task will be administered within the first four weeks of the teaching session.

Teaching Staff

- (19) Teaching staff carry out their teaching responsibilities under the authority of the CEO. Teaching staff are responsible for:
- a. providing students with a Unit Outline and Learning Guide in accordance with the University's [Unit Outline and Learning Guides Policy](#);
 - b. ensuring assessment tasks are designed to measure students' achievement of relevant learning outcomes; developing clear criteria and standards against which the level of student performance in the assessment task can be measured;
 - c. ensuring that any inherent requirements in the course are adequately assessed; and
 - d. taking account of academic integration plans in the assessment processes.
- (20) In developing assessment tasks, teaching staff are to:
- a. ensure assessment methods are valid for the relevant field of education; and
 - b. assess the performance of students' work fairly, objectively and consistently against the criteria and standards.
- (21) In providing feedback to students, teaching staff are to:
- a. ensure that feedback is timely and:

- i. justifies the mark given against the stated assessment criteria and standards; and
 - ii. identifies what could have been done to achieve a higher mark.
- b. make every effort to be available to students seeking information regarding the determination of their results for a reasonable period after assessment tasks have been returned and after the final results are released;
 - c. ensure adequate records of marks and any relevant comments on individual student assessment tasks are kept in accordance with the University's [Records and Archives Management Policy](#);
 - d. maintain the principles of The College's Privacy Policy in relation to students;
 - e. ensure deadlines for the submission of examination papers to the person responsible are met; and
 - f. in instances of suspected student cheating, collusion and/or plagiarism, ensure actions taken are consistent with the University's [Student Misconduct Rule](#).

Students

(22) Students have a responsibility to:

- a. familiarise themselves with the College and University's policies on Assessment and Examinations;
- b. ensure they read and understand the assessment requirements and note the due dates and methods for submission of assignments provided in the Learning Guide, seeking clarification from their teacher or Learning and Teaching Coordinator and/or Learning and Teaching Manager, if required;
- c. actively engage with the learning activities and resources provided in their units and by the University to help them prepare their assessment tasks;
- d. follow the teacher's guidelines and instructions for format and submission of assignments; and
- e. when enrolling in a unit after teaching has commenced, obtain the relevant information on assessments in the unit from the teacher, Learning and Teaching Coordinator or Learning and Teaching Manager and seek advice if they have a disability or chronic health condition, or acquire one during their course, to ensure that they can meet any inherent requirements of the course.

(23) Students are required to:

- a. inform the lecturer if they have difficulty submitting their assignment electronically and complete all assessment items for the unit otherwise specified in the Learning Guide;
- b. keep a hard copy of their assessment; and
- c. notify relevant staff (eg teacher, Coordinator, disability advisor) as soon as possible prior to, or at the beginning of, the teaching session if they wish to have special requirements accommodated.

- (24) In relation to assessment tasks, students must:
- a. undertake all assessment tasks ethically, including avoiding any action or behaviour which would unfairly advantage or disadvantage any student, in accordance with the [Student Misconduct Rule](#);
 - b. submit, on time, their own individual work;
 - c. collect all marked assessment tasks in sufficient time to learn from the feedback provided; and
 - d. ensure they understand the requirements, including timetables, for examinations and other assessment tasks.

PART B - NUMBER AND WEIGHTING OF ASSESSMENTS

- (25) Assessments that carry a weighting towards the final mark for the unit will be advised in the Unit Outline and Learning Guide and will be consistent with the documentation approved through the Courses and Units Approval process.
- (26) Determining the amount of assessment given should rely on a balance between effective measurement and effective learning; assignments should be comprehensive enough to allow sufficient evidence of student attainment to be collected, but not so excessive as to detract from learning.
- (27) Normally there will be more than one assessment task from which the final mark and grade for a unit is derived. A specific weighting for each item of assessment must be nominated (e.g. 25%). The weighting will not be expressed as a range (e.g. between 20 and 35%).
- (28) In Foundation and Preparatory units the final examination will have a weighting of no more than 40%.
- (29) In University Level units and Associate Degree units the final examination will have a weighting of no more than 50%.
- (30) Normally a unit will not have more than one formal examination during the official examination period, unless approved by Academic Senate through the Courses and Units Approval process.
- (31) Group work will carry a maximum weighting of 30% unless otherwise approved by Academic Senate through the Courses and Units Approvals process.
- (32) The assessment for all units should include an early, low risk assessment item to identify students who are not engaging or who may need additional support.
- (33) The College reserves the right to require a student to pass a particular assessment task or tasks in order to pass a unit (even if the total mark achieved is more than 50%). Where this is the case, it will be clearly stated in the documentation approved by Academic Senate through the Courses and Units Approval process for the unit and on the information provided to the student in the Unit Outline and Learning Guide.

PART C - FINAL GRADES

- (34) Students will be advised in the Learning Guide how all final marks and grades are to be determined.
- (35) Normally a student will receive a final mark and grade in relation to how well they have performed against the assessment criteria and standards (refer to Table 1). In some units a student's work may be assessed in relation to how well they have performed against the assessment criteria and standards without a percentage mark being awarded. (Refer to Table 2).
- (36) For all grades in Table 1, a final mark in a unit will be determined on the scale of 0 to 100%.
- (37) There are some units, including some professional competency units, where individual assessment tasks may receive marks but the final grade will not receive a mark, for example, where components require achievement at a very high level to be deemed "satisfactory". The standards required for the achievement of a "satisfactory" final grade for these units will be included in the Learning Guide.
- (38) Performance standards will be included in the Learning Guides provided to students. The College uses the following final grades for all 700 Series units.

Table of Grades: all 700 Series units

- (39) Final grades, administrative grades and temporary grades

Table 1 - Final Grades for units receiving a mark for 700 Series units (College Preparatory and University Level units)		
Notation	Grade	Percentage or Descriptor
H	High Distinction	85 - 100
D	Distinction	75 - 84
C	Credit	65 - 74
P	Pass	50 - 64
F	Fail	0 - 49
CF	<p>Compulsory Fail</p> <p>Student has failed a threshold requirement of the unit, but has achieved a total mark of 50 or more for the unit.</p> <p>Examples of application:</p> <p>Student fails a skills demonstration threshold but achieves 65 in theoretical work.</p> <p>Student fails a clinical placement that is a threshold requirement.</p> <p>Student achieves 50 or more in other assessments but because they have not passed the threshold item they will fail the unit. If they achieve less than 50 they will receive F.</p>	

FNS	<p>Fail Non Submission</p> <p>Student has not officially withdrawn from the unit and has not completed one or more of the mandatory assessment requirements for the unit, as specified in the Learning Guide.</p> <p>Examples of application:</p> <p>Student has not submitted any assessment tasks.</p> <p>Student has not submitted all of the mandatory assessment tasks.</p> <p>Student did not sit the final exam.</p> <p>Note: This grade may be awarded irrespective of whether the student achieves 50 or greater overall in the unit, for example a student may achieve 35FNS or 55FNS.</p>
<p>Table 2 - Final Grades for units not receiving a mark for 700 Series units (College Preparatory and University Level units)</p>	
S	<p>Satisfactory</p> <p>Student has met standards at an appropriate level within a specific time. Only used for ungraded assessments and for units taken in approved exchange programs.</p>
U	<p>Unsatisfactory</p> <p>Student has not met defined standards at an appropriate level within a specified time.</p> <p>Only used for ungraded assessments and units taken in approved exchange programs.</p>
PF	<p>Practicum Fail</p> <p>Student has failed to satisfy standards for practicum assessment and will not progress further in the unit and course if the unit is compulsory. The student will not be allowed to re-enrol in the unit or its equivalent and therefore will be unable to meet the requirements of the course.</p> <p>A PF grade must be approved by the CEO/ and submitted with supporting documentation.</p> <p>Examples of application:</p> <p>Student has failed repeatedly to satisfactorily complete practicum requirements regardless of the final grade for the unit.</p> <p>Student has engaged in unprofessional, unsafe, unethical, or illegal conduct which damages or potentially damages the reputation of the University.</p> <p>Student performs at borderline of an unsatisfactory level and has a history of withdrawal after census date for this unit.</p> <p>Note: Special approval is needed to award this grade which may lead to exclusion and The College should follow the prescribed process and record keeping requirements.</p>

W	<p>Withdrawn (without academic penalty)</p> <p>Student provides evidence of serious illness or misadventure experienced after the relevant census date.</p>
Y	<p>Continuing</p> <p>Unit continues over more than one teaching session (including non-standard teaching sessions) and final assessment has not been made.</p>
Table 3 - Administrative grades (applied by the University and for which no marks are given)	
E	<p>Fail - discontinued</p> <p>A student has withdrawn from the unit after the relevant census date without authorisation.</p>
K	<p>Advanced Standing - Specified</p> <p>Advanced Standing for specified core or elective units.</p>
L	<p>Advanced Standing - Unspecified</p> <p>Advanced Standing for non specified core or elective units.</p>
Z	<p>Aegrotat Pass</p> <p>Awarded by Academic Senate on compassionate grounds because of permanent inability to complete the unit.</p> <p>Note: Special approval is needed to award this grade in accordance with the Posthumous Awards and Aegrotat Grades Policy. [hyperlink]</p>
Temporary grades (should be finalised before the following census date) Refer to clauses XX to XX and Guidance under Associated Information	
I	<p>Incomplete</p> <p>Assessment tasks incomplete due to approved evidence of illness or misadventure, as defined in the Special Consideration Policy.</p>
J	<p>Deferred Exam</p> <p>Due to illness or misadventure, with approval by the Assessment and Graduation Manager for the student to sit a late alternative to the scheduled final exam.</p>
N	<p>Result Pending</p> <p>Grade still to be finalised.</p> <p>Examples of application:</p> <p>When it is not possible for the academic staff member to finalise the grade.</p> <p>When professional placement reports are not available for whatever reason.</p> <p>Where an allegation of student academic misconduct is being investigated.</p> <p>Note: should only be used when it is not possible to finalise an individual student's result at the time of submission of results.</p>

R	<p>Re-assessable Fail</p> <p>Re-assessable fail has the provision for a further assignment or other work, and must be converted to Pass or Fail.</p> <p>Examples of application:</p> <p>As an outcome of special consideration.</p> <p>In special, mitigating, documented circumstances or as provided in clauses 47 to 53 of the Assessment Policy (when the assessment item is a component of the final unit in a student's course). Upon successful completion of a supplementary assessment task(s), the final grade awarded for the unit will be "Pass" with a mark of 50. Where the marks for the supplementary assessment task(s) is / are lower, the original mark will stand.</p> <p>Student has submitted all assessment tasks and has adverse circumstances that the DAP considers should be taken into account.</p> <p>Note: for all Re-assessable Fails the final mark following the re-assessment can only be 50 or less.</p>
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Administrative Grades

- (40) In appropriate circumstances an administrative grade may be applied, and no marks will be given. Administrative grades can only be applied by the Assessment and Graduation Unit on advice from The College or University Registrar.

Temporary Grades

- (41) Where assessment items are incomplete because of a student's illness or misadventure, as defined in the [Special Consideration Policy](#), an I (Incomplete) grade should be applied. The Assessment and Graduation Manager may approve a J grade (Deferred Exam) in extenuating circumstances.
- (42) Where assessment marks have not been finalised by the academic staff member for whatever reason an N grade (Result Pending) will be applied. The outstanding result will be finalised by the relevant census date.
- (43) The R grade (Re-assessable fail) may be approved by the Deputy Dean or nominee:
- a. in circumstances of illness or misadventure as an outcome of a special consideration application;
 - b. in adverse circumstances the DAP considers should be taken into account; or
 - c. in the final unit of a student's course when there are mitigating circumstances.
- (44) All temporary grades should be finalised before the relevant census date following the initial application of the grade. Where a result is not finalised within the timeframe, The College will follow procedures to resolve the grade, and where this will not be possible an FNS grade (Fail Non Submission) will be recorded with the approval of the CEO or Deputy Dean.

- (45) In certain circumstances an I grade or N grade may continue past the relevant census date when approved by the CEO or Deputy Dean. The outstanding result will be finalised by the end of the next teaching session.

University Exchange Programs

- (46) Students participating in official and approved exchange programs and enrolled in Western Sydney generic exchange units will be awarded either an "S" (Satisfactory) or "U" (Unsatisfactory) grade, as appropriate, upon presentation of their overseas transcript. No translation of aggregated grades from partner universities to a single Western Sydney grade in the generic exchange unit will be undertaken.

Supplementary Assessment in the Final Unit of the Associate Degree

- (47) Students are eligible for a supplementary assessment item (or items) for their final unit of their Associate Degree, where they:
- a. failed the unit;
 - b. successfully completed all other units of the course;
 - c. completed each of the unit's assessment items and either:
 - i. failed only one of those items; or
 - ii. failed assessment items, for which the total marks available comprise 50% or less of the marks available in the unit.
- (48) Supplementary assessments cannot be granted where the grade awarded is the outcome of a determination under the [Student Misconduct Rule](#).
- (49) Application must be made in writing to the CEO or nominee within 10 working days of the official notification of results. The CEO or nominee will decide whether to grant a supplementary assessment or assessments.
- (50) The final unit is a unit taken in the teaching session when the student would have been able to complete their course but for failure in that unit.
- (51) Granting of a supplementary assessment task is not automatic. The student must have completed all assessment tasks for the final unit and failed only one assessment task. Application must be made in writing to the CEO or nominee within five (5) working days of the official notification of results.
- (52) The supplementary assessment task will take the form, as closely as possible, of the assessment task that was failed. The supplementary assessment task must be approved by the Learning and Teaching Manager and/or Learning and Teaching Coordinator or nominee. Upon successful completion of a supplementary assessment task, the final grade awarded for the unit can be no higher than a "Pass" with a mark of 50. Where the marks for the supplementary assessment task is lower, the original mark will stand. The grade for the supplementary assessment must be finalised in accordance with the timeline developed annually by the Academic Program in conjunction with the University Graduation and Assessment Unit.

(53) There can only be one attempt at supplementary assessment in the final unit.

Table 4 - Foundation Studies Grades and Grade Points

(54) For 900 series units except those in the first term of the Three Term University Foundation Studies Course (WSTC).

Grade	Full Grade Name	Percentage	Grade Points	Pass/Fail	Included in GPA Calculation Y/N
A	Excellent Pass	85-100	10	P	Y
B	Very Good Pass	70-84	8	P	Y
C+	Good Pass	60-69	7	P	Y
C	Satisfactory Pass	50-59	6	P	Y
D	Moderate Pass	40-49	4	P	Y
E	Marginal Fail	30-39	2	F	Y
F	Fail	0-29	0	F	Y
CF	Compulsory Fail		0	F	Y
W	Withdrawn (W/O Academic Penalty)			WITHDRAWN	N
FNS	Fail Non Submission		0	F	Y
Y	Continuing			INCOMP	N
FD	Fail Discontinue		0	F	Y
I	Incomplete			INCOMP	N
Z	Aegrotat Pass			P	Y
R	Re-assessable Fail			INCOMP	N
J	Deferred Examination			INCOMP	N
X	Removed			WITHDRAWN	N
N	Result Pending			INCOMP	N

Table 5 - Foundation Studies Grades and Grade Points

(55) For 900 series units included in the First Term of the first term of the Three Term University Foundation Studies Course (WSTCFNOGPA).

Grade	Full Grade Name	Percentage	Grade Points	Pass/Fail	Included in GPA Calculation Y/N
A	Excellent Pass	85-100	10	P	N
B	Very Good Pass	70-84	8	P	N
C+	Good Pass	60-69	7	P	N
C	Satisfactory Pass	50-59	6	P	N
D	Moderate Pass	40-49	4	P	N
E	Marginal Fail	30-39	2	F	N
F	Fail	0-29	0	F	N
CF	Compulsory Fail		0	F	N
W	Withdrawn (W/O Academic Penalty)			WITHDRAWN	N
FNS	Fail Non Submission		0	F	N
Y	Continuing			INCOMP	N
FD	Fail Discontinue		0	F	N
I	Incomplete			INCOMP	N
Z	Aegrotat Pass			P	N
R	Re-assessable Fail			INCOMP	N
J	Deferred Examination			INCOMP	N
X	Removed			WITHDRAWN	N
N	Result Pending			INCOMP	N

SECTION 4 - PROCEDURES

Support to Teaching Staff in Developing Assessment Tasks

- (56) To assist teaching staff develop criteria and standards-based assessment tasks, teaching staff may wish to refer to the University Assessment Guide.

Notification to Students of Assessment Tasks, Due Dates and Feedback

- (57) Any variation in the assessment task/s after assessment information has been provided to students in the Unit Outline or Learning Guide, and that affects all students within a unit, will only be made in exceptional circumstances. The relevant Learning and Teaching Manager is to approve such changes, and all students are to be formally notified in accordance with normal communication protocols of The College.

- (58) Due dates of assessment tasks are not permitted in the Examination Period or final teaching week before the Examination Period, with the exception of take home examinations.
- (59) Students will be informed of their numerical mark for every component of assessment in the unit unless the component is assessed as satisfactory/unsatisfactory.
- (60) The results of the final examination in a unit will be available from the Learning and Teaching Manager and/or Learning and Teaching Coordinator responsible for the unit after the official grades and marks have been provided to students by the University Submission and Collection of Assessment Materials.
- (61) All assessments must be accompanied by a completed assignment cover sheet, which includes a student declaration confirming that the task has been undertaken ethically and that the work does not include plagiarism. For more information on plagiarism (refer to the University's [Student Misconduct Rule](#)).
- (62) Students should collect their marked assessment task/s with sufficient time to understand why the mark/grade has been awarded and to learn from the feedback provided by the marker.
- (63) Staff who wish to conduct assessment tasks in vUWS should do so in accordance with Learning and Teaching Unit guidelines.
- (64) Unclaimed student work for assessment will be retained for a period of one month after the end of the relevant teaching session. Examination papers and final major assessments are kept for a period of 12 calendar months following the end of the relevant teaching session.

Late Submission of Assessments

- (65) Except where an extension has been approved for the submission of an assessment task by the relevant Learning and Teaching Coordinator, or in line with the Academic Pathways Program [Special Consideration Policy](#), the following penalties will apply to the late submission of an assessment task:
 - a. a student who submits an assessment task after the due date for submission will be penalised by 10% per calendar day up to 10 days, ie marks equal to 10% of the mark given to the student for the assignment will be deducted as a 'flat rate' from the mark awarded for each calendar day the assignment is late up to 10 calendar days. Saturday and Sunday each count as one calendar day. For instance, if a student achieves a mark of 8/10 and submits the task two days late, the penalty would be $8 \times 20\% = 1.6$, so the mark for the task would be 6.4/10; and
 - b. the assessment will not be accepted after the marked assessment task has been returned to students who submitted the assessment task by the due date.
- (66) The College procedures are available for:
 - a. students applying for assignment extensions; and
 - b. academic staff dealing with applications from students, for assignment extensions.

PART D - CIRCUMSTANCES FOR CONSIDERATION OF THE RE-MARKING OF AN ASSESSMENT TASK

- (67) Students will be provided with criteria and standards for each assessment task prior to the task being undertaken. Upon receipt of their marked assessment task, it should be clear to the student, based on their performance against the assessment criteria and standards, why they achieved the mark/grade given, and how they could have achieved a better mark/grade.
- (68) A unit may incorporate routine resubmission of work as part of the assessment process to enable students the opportunity to improve their performance against the criteria and standards.
- (69) If a student does not receive a passing mark for an assessment task and wishes to discuss their result with the person responsible for the unit, the student should review the quality of their responses against the assessment criteria and standards prior to arranging a meeting with the person responsible for the unit. Normally, a meeting with the person responsible for the unit should take place no later than one week after the marked assessment task is available for collection by the student.
- (70) If, at the end of the meeting with the student, the person responsible for the unit agrees that one or more of the student's responses to the assessment criteria and standards require re-marking, the reasons for the re-mark will be documented. The re-marking of an assessment task should be undertaken by the person responsible for the unit or similar level academic. Where a re-mark is undertaken all comments from the previous marker should be removed or, where possible, a copy of the submitted assessment task will be provided. Where the assessment task has been a live performance or the assessment of practical or clinical skills, the matter should be referred to the Learning and Teaching Manager and/or Learning and Teaching Coordinator for approval.
- (71) If, at the end of the meeting with the student, the person responsible for the unit does not agree that a re-mark is justified the student will be advised that the assessment task will not be re-marked. The student is to be made aware of the provisions for a review of grade at the end of the teaching session in the Academic Pathways Program [Review of Grade Policy](#).
- (72) The outcome of the discussion with the student will be recorded.

PART E - MATTERS AFFECTING ASSESSMENT

Special Consideration

- (73) The College recognises that there will be circumstances beyond a student's control that may impact adversely on their performance. Under such circumstances, a student may make application for Special Consideration for the assessment task/s so affected. Definitions of misadventure and extenuating circumstances relevant to special consideration are provided in the College Academic Pathways Program [Special Consideration Policy](#).

PART F - OFFICIAL RESULTS

- (74) Marks will be provided to the University by The College and will be entered on the student management system. Official results will be released at the direction of the University after being officially endorsed by The College Academic Pathways Program Assessment Committee.
- (75) Where a result has not been finalised within the timeframe, The College will:
- a. review the list of outstanding temporary grades and resolve the results;
 - b. in certain circumstances, and with the approval of the CEO or Deputy Dean, ask to allow an I grade or N grade to continue past the relevant census date.
- (76) Except for any I or N grades that have been approved to remain by the CEO or Deputy Dean, the University will convert temporary grades (I, J, N or R grades) for all teaching periods to FNS grades after the relevant census dates for Terms and Quarters.

Notification of a Final Grade and Provision of Marks to a Student

- (77) Students will be advised by the University of final grades for a unit and subsequent changes of final grades for a unit. Students will not be provided with final grades for a unit by any other means.
- (78) For grades in Tables 1 and 4, marks will be recorded on the student management system and provided to students by the University. Marks and grades may be viewed by accessing the results notice online and on official transcripts.
- (79) Online results notices and official transcripts will only have marks for units taken from 2002, or in the case of Fail grades, from 2009.

Circumstances when all Grades in a Unit may be Reviewed

- (80) Final grades in a unit are endorsed by the relevant Learning and Teaching Manager or nominee and recommended to the College Academic Pathways Program Assessment Committee.
- (81) The Learning and Teaching Manager or Learning and Teaching Coordinator may be asked to justify final grades allocated to a unit cohort.
- (82) If a significant number of students in a cohort receive extremely high or extremely low grades, or if there are significant inconsistencies between groups undertaking the unit in different locations or by different modes, the relevant College Academic Committee may, on the basis of evidence, adjust the final marks.

Review of a Final Grade in a Unit

- (83) To seek a review of a final grade in a unit, students must follow the Academic Pathways Program [Review of Grade Policy](#).

Reporting to Senate Assessment Committee

- (84) Following teaching sessions, The College will submit a report to the Senate Assessment Committee including a summary of the approved results for units, any significant variability, anomalies and trends, and any recommendations about assessment policies and practices.

PART G - ACADEMIC TRANSCRIPTS

- (85) An Australian Higher Education Graduation Statement which incorporates academic transcript details will be provided to all Academic Pathways Program students at the time of graduation, with the exception of University Foundation Studies students.
- (86) An academic transcript may also be requested on payment of a fee. If the student is identified as eligible and approved to graduate, this will be noted on the transcript.

SECTION 5 - GUIDELINES

- a. The College Privacy Policy
- b. The College Academic Pathways Program [Special Consideration Policy](#)
- c. The College Academic Pathways Program [Review of Grade Policy](#)
- d. The University [Student Misconduct Rule](#)
- e. The University Assessment Guide

ACADEMIC PATHWAYS PROGRAM ASSESSMENT POLICY

STATUS AND DETAILS

Status:	Current		
Version:	9		
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Unit Responsible:	Academic Pathways Program		
Enquiries Contact:	Leanne Yard P: 9852 4473 E: lyard@westernsydney.edu.au		
Available On:	SharePoint	<input type="checkbox"/>	Website <input checked="" type="checkbox"/>

Summary of Changes from Previous Version

Clause 38 amended