



Version	Approved by	Approval date	Effective date	Next review date
1.6	Deputy Vice-Chancellor Academic & Student Life	4 February 2022	4 February 2022	
Procedure Statement				
Purpose	<p>To specify the processes and responsibilities for the implementation of assessments of student learning.</p> <p>This procedure should be read in conjunction with the <i>Assessment Design Procedure</i> which specifies the processes and responsibilities for the design of assessment.</p>			
Scope	<p>The procedure applies to:</p> <ul style="list-style-type: none"> assessment in all undergraduate, honours and postgraduate coursework programs, the coursework component of higher degree research programs and non-award courses offered by or on behalf of UNSW; and all students, staff and others associated with, or contracted by, UNSW who are responsible for assessment in these programs. 			
Are Local Documents on this subject permitted?	<input checked="" type="checkbox"/> Yes, however Local Documents must be consistent with this University-wide Document			<input type="checkbox"/> No
Procedure Processes and Actions				

1. Assessment

Students are expected to engage actively in course learning activities. Failure to engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) will be reflected in the marks for these assessable activities. Failure to meet the specified attendance requirements of the course may result in course failure.

Students are expected to attempt all assessment requirements in a course. Failure to attempt an assessment task or tasks can only determine the overall course outcome proportionate to the weighting of the task or tasks. Exceptions to this procedure are tasks that assess learning outcomes that must be mastered in a course including competencies stipulated by accreditation bodies and Work Health Safety requirements. Failure to attempt these tasks may result in course failure.

Assessments should not be retained and used year on year.

2. Examinations

An examination is any type of assessment that is conducted in a managed setting. Examinations include those organised centrally by the Examinations Team and those organised locally by faculties and schools.

2.1. All examinations

Examinations cannot be scheduled:

- In the final teaching week of a standard Term if they are worth more than 20% of the assessment in a course; or
- In the study break period.

Students will be informed of:

- The schedule and venue (if applicable) of final examinations by accessing their examination timetable via myUNSW after the published release date; and
- Specific requirements for the examination and will be provided opportunities to familiarise themselves with specific equipment or resources prior to the examination.

If the examination cannot be held as scheduled because of unforeseen circumstances, the examination will be rescheduled within the published examination period where possible.

Students will normally be required to sit no more than two examinations in a day.

Students and relevant academic staff must ensure that they are available for the duration of the examination period.

All examinations must have a reviewer, convenor, referee, examiner and a marker. The examiner and reviewer must be different people. A Course Authority may be an examiner or a reviewer for a course, but not both.

The reviewer must have reviewed the final examination, no later than **week 10** of a standard term.

Every examination, regardless of the platform of delivery, must include the standard examination student declaration.

Late submission of an online examination cannot be accepted. It is the student's responsibility to submit the online examination within the allotted timeframe, including the uploading of any additional files.

At all stages in the preparation, administration and post-processing of examinations, all examination material, including electronic material, will be managed securely.

2.2. Central examinations

Deadlines for the administrative processing of central examinations, including centrally administered supplementary examinations, are set by the Examinations Team and circulated prior to the first week of a standard Term.

The central examination timetable will be developed taking into consideration the capacity of venues (where applicable) and class sizes. Wherever possible, examinations with large marking loads will be scheduled early in the examination period.

Faculties and schools will:

- Adhere to the specified timelines and processes for examinations administered by the Examinations Team
- Ensure appropriate academic staff are available at the time that examinations are scheduled.

All end of term exams/assessments held in the published exam period will be 2 hours duration. While an extended period in which to complete the exam/assessment may be given, the time taken to complete, should be no more than 2 hours plus reading time. An invigilated exam may be held if there is a demonstrated pedagogical requirement, as assessed by the Faculty Associate Dean (Education) in conjunction with the Dean, and within the limitations of available exam seats. Final approval of an invigilated examination is required from the Pro Vice-Chancellor Education and Student Experience.

Three exam periods (morning, afternoon and evening) will be timetabled as will Saturday exams as required.

2.3. Local examinations

Local examinations scheduled during the published examination period must be included on the central examination timetable. This includes assessments that are delivered entirely during the examination period at home or in other settings but not earlier assessments e.g. assignments that are only scheduled to be submitted during the examination period.

Faculties are responsible for the preparation, implementation and processing of local examinations ensuring the same standards of equity and security as central examinations.

2.4. Alternative examinations

Alternative examinations may need to be provided for students who are unable to undertake the scheduled examination. An alternative examination may be the same examination but scheduled at a different time or, if this is not feasible, a different examination that is comparable in content and difficulty.

An examination will be rescheduled with the approval of the Examinations Team and the responsible academic member when:

- An alternative examination is recommended for a student by Equitable Learning Services;
- A student has two centrally organised examinations scheduled at the same time;
- A student's religious faith prohibits them from undertaking an examination at the scheduled time; or
- A student in the Elite Athletes and Performers Support Program has sporting or performance commitments which conflict with a scheduled examination.

If a student requires a reschedule of an examination, they must complete a Special Consideration application in line with the published timeframes.

When the same invigilated examination is rescheduled for the morning or afternoon of the same day, students need to remain under supervision for the whole day. During this period, the student will not be permitted to use any electronic devices capable of transmission, including – but not limited to – computers, mobile phones, tablets, smart watches and other wearable devices.

3. Assessment tasks other than examinations

Course outlines will:

- Stipulate methods and deadlines for submission or completion of assessment tasks and penalties for late submission/completion including the deadline for absolute fail (i.e. after which the task will not be assessed); and
- Provide information on the process for requesting and approving extensions for submission or completion of assessment tasks.

UNSW has a standard late submission penalty of:

- 5% per day,
- for all assessments where a penalty applies,
- capped at five days (120 hours) from the assessment deadline, after which a student cannot submit an assessment, and
- no permitted variation.

Students are expected to manage their time to meet deadlines and to request extensions as early as possible before the deadline.

Except where the nature of an assessment task precludes its electronic submission, all assessments must be submitted to an electronic repository, approved by UNSW or the Faculty, for archiving and subsequent marking and analysis.

4. Educational adjustments

Students who are living with a disability, who have a long term medical condition, who have a mental health condition, and/or who are carers of individuals with a disability, are entitled under the *Disability Discrimination Act 1992* (Cth) to receive adjustments to support their inclusion in University studies. Educational adjustments ensure that these students are able to participate in their studies on the same basis as their peers.

Educational adjustments can be applied to classroom activities and assessments, including assignments and examinations. Adjustments include: making changes to a student's study conditions or environment; the provision of enabling staff; the provision of alternative formats; and/or the use of assistive technology.

The Equitable Learning Service (ELS) determines adjustments based on the student's medical documentation and communicates these via an Equitable Learning Plan (ELP) to Academic staff and the Examinations Team.

The implementation of educational adjustments should not compromise the academic integrity of the course or program. Staff are required to contact the ELS in a timely manner in the event that they have questions or concerns about educational adjustments.

5. Special Consideration

Special Consideration is the process for assessing and addressing the impact on students of short-term events, that are beyond the control of the student, and that affect performance in a specific assessment task or tasks.

By sitting or submitting the assessment task the student is declaring that they are fit to do so and cannot later apply for Special Consideration (UNSW 'fit to sit or submit' requirement).

Sitting, accessing or submitting an assessment task on the scheduled assessment date, after applying for special consideration, renders the special consideration application void.

Members of the Elite Athlete Performers and Leaders Support Program are eligible to apply for special consideration when their sporting, performance or leadership commitments impact upon their ability to complete course requirements, such as attending or submitting work for an assessable activity, undertaking exams or their ability to meet minimum attendance requirements for a course.

5.1. Applications for Special Consideration

Applications for Special Consideration will be accepted in the following circumstances only:

Where academic work has been hampered to a substantial degree by illness or other cause;

The circumstances are unexpected and beyond the student's control;

The circumstances could not have reasonably been anticipated, avoided or guarded against by the student; and either:

- (i) they occurred during a critical study period and was 3 consecutive days or more duration, or a total of 5 days within the critical study period; or
- (ii) they prevented the ability to complete, attend or submit an assessment task for a specific date (e.g. final exam, in class test/quiz, in class presentation)

Applications for Special Consideration must be made as soon as practicable after the problem occurs and at the latest within three working days of the assessment or the period covered by the supporting documentation.

The length of a deadline extension will normally be equivalent to the duration of the circumstance but may be shorter to reflect the severity of the illness or misadventure. The extension may not be so long as to diminish the integrity of the assessment or adversely affect the student's progression through the degree program.

Where there are exceptional circumstances, applications for Special Consideration will be considered by the Student Lifecycle team on a case-by-case basis.

Work commitments are not usually considered a justification for Special Consideration.

An absence or inability to complete an assessment task within the required time must be supported by a medical certificate or other evidence that clearly indicates that the student was unable to comply. A student who becomes unwell during an examination can request Special Consideration if they stop working on the examination, notify the examination supervisor (for invigilated exams), or notify the Course Convenor before the end of the scheduled exam for online exams, and provide a medical certificate dated within 24 hours of the examination.

Students in time zones outside of Australia may apply for an alternative exam time via the special consideration system, where their original exam is scheduled between 10pm and 7am local time.

If a student experiences a technical issue beyond their control that impacts upon their ability to complete an assessment or examination, they should submit an application for special consideration. Students must notify the Course Convenor or Tutor of the technical issues immediately, take screenshots, and submit an application immediately at the conclusion of the examination/assessment.

5.2. Fit to Sit/Submit

By undertaking or submitting an assessment on the scheduled assessment date, the student is declaring that they are fit to do so and cannot later apply for Special Consideration.

Students are responsible for deciding in advance of an assessment start time or due date whether they are unwell or facing significant circumstances, which will impact their performance in the assessment.

A student who becomes unwell during an examination can request Special Consideration if they notify the examination supervisor before leaving the examination venue (if it is an invigilated exam) or notify the Course Convenor before the end of the exam (if it is an online exam) and provide a medical certificate dated within 24 hours of the examination.

Exceptions will be dealt with on a case-by-case basis where it is evident that a student was unfit to make reasonable judgement on their fitness to undertake the assessment, due to mental illness or other extenuating circumstances.

5.3. Outcomes of applications for Special Consideration

Special Consideration is primarily intended to provide an extra opportunity for students to demonstrate the level of performance of which they are capable. If Special Consideration is approved:

- Where feasible, a supplementary assessment will be offered to a student who failed the assessment task. This requirement is independent of the weighting of the assessment task; or

- Marks derived from other completed assessment tasks may be aggregated or averaged to achieve an overall mark; or
- The deadline for the assessment may be extended.

In the absence of additional assessment, there is no provision for a student's final mark in a course to be increased even if Special Consideration has been approved.

6. Supplementary assessment

The course outline will provide information on the availability, or otherwise, of supplementary assessments. In all cases, the form of the supplementary assessment should be different to the original assessment, but it must assess the same learning outcomes.

Supplementary assessment will be offered to any student who fails an assessment task if their request for Special Consideration for that task is approved. The mark awarded for the assessment task will be based solely on the supplementary assessment.

Where a student fails an assessment task in any course(s) in the final Term of their program but does not have an approved Special Consideration for that task, and this failed assessment task results in a fail in the course, supplementary assessment will still be offered in cases where passing the task would have resulted in the student passing the course(s) and completing the program. This requirement does not apply to research or project-based assessments and theses.

Schools may choose to offer supplementary assessments under other circumstances than those listed above.

The mark awarded for a supplementary assessment, in the absence of Special Consideration, will be capped, unless otherwise advised in the course outline or by school or faculty guidelines, as follows:

- Where a supplementary assessment is provided for a student who fails an assessment task in any course, the final mark awarded for the assessment task will be capped at 50%; or
- Where a supplementary assessment is provided to a student with a Fail based on the overall course result, the final mark for the course will be capped at 50%.

Where a supplementary examination has been offered and the student is unable to undertake the exam, one further opportunity to undertake a supplementary examination may be offered. If the student is still unable to undertake the second supplementary examination, then at the discretion of the Course Authority, either a further supplementary exam may be offered (no more than 2 weeks after the scheduled second supplementary examination), or the marks derived from other completed assessment tasks may be aggregated or averaged to achieve a final mark (where all learning outcomes have been tested), or the achieved mark and grade will be finalised.

In exceptional cases, where a student is unable to undertake both the final examination and the supplementary examination because of a documented medical condition or for other exceptional documented reasons but has completed all other assessment tasks for the course, the student may be permitted to enrol in the course at the next opportunity on an auditing basis. In such a case the student will be permitted to undertake the final examination and this mark will be added to the marks already achieved for the course. The final mark and grade will appear on the academic transcript for the first attempt at the course and the second attempt at the course will also appear on the transcript with a grade of AS.

7. Results

Marks/grades awarded for an assessment task are determined by the assessor of the task. If there is evidence of inconsistency in the marking of assessment tasks, the Course Authority will implement a process of moderation. A record of the raw marks/grades and any changes following moderation will be retained.

The determination of the composite course result must be based on the stated weighting of assessment tasks. A record of the determination of the composite course result, including the algorithm, will be retained. Marks/grades of component assessment tasks for individual students cannot be altered when determining the composite course results unless Special Consideration applies.

Course results will be reviewed to identify systematic variation of results from past cohorts and with the current cohort's performance, reflected by their WAM. The relevant Faculty Committee with responsibility for assessment will confirm the justification and process for changing all course results if an assessment task has performed poorly or standards have not been appropriately applied.

Course results will only be officially released to students after the review and finalisation of results by the relevant Faculty Committee with responsibility for assessment.

At all stages in the processing and reporting of results, all data will be managed securely.

Assessment products, including examination scripts (other than those returned to students), are to be retained in the School for a minimum of six months. Students should have access to their own products and be able to consult the Course Authority on their performance. Faculties may determine the conditions under which access may be granted.

Students will receive their final course results, by email and MyUNSW, at the end of each Term by the published deadline. Students who have an outstanding financial debt to the University will have their results withheld until the debt has been cleared by the student.

Any results not finalised by the published deadline will be converted to a course “Not Completed Grade (NC)”. This grade counts as a Fail in the calculation of academic standing.

A full list of all grade definitions can be found on [Appendix 1](#).

7.1. Review of Results

A student may apply for a review of the result of an individual assessment task or the overall course result. The review may involve an administrative check or re-assessment. The application must be submitted no later than five working days after the return of the piece of work or in the case of an examination, no later than five working days from the date that results are released. If approved, a re-assessment of an assessment task will typically be undertaken by an alternative assessor. The review of result may lead to the mark going up or down or remaining unchanged. Re-enrolment should proceed on the basis that the result remains unchanged. Applications should usually be finalised within two weeks.

If a request is submitted for a review of result for a groupwork assessment, then all group members must agree to the request for a review. In the event that the final mark and grade are adjusted following the review of result request, it will be adjusted for all group members.

The following are not grounds for a review of result request:

- Challenges to the specified learning outcomes of the course;
- Challenges to the assessment methods approved for the course;
- Challenges to the standard required to receive particular marks/grades in the course;
- Study overload;
- Financial implications of not passing the course;
- Marks/grades received by other students;
- Lack of language proficiency;
- The need for additional marks to achieve a higher grade or weighted average mark (WAM); and/or
- A penalty imposed on a student for academic misconduct in accordance with University policies and procedures

8. Recognising meritorious achievement

8.1. Bachelor Pass programs – Pass with Distinction

The award of Pass with Distinction provides formal recognition on the testamur and academic transcript of excellence in overall academic performance in undergraduate Bachelor Pass degree programs where an award with Honours is not available:

- Award with Distinction is awarded when a WAM of at least 75 has been achieved in all courses completed since enrolment at UNSW which are credited to the relevant award;
- Courses that have been failed will be included in the calculation of WAM;
- Courses completed on exchange or cross-institutionally will not be included in the calculation of WAM;
- The recognition of other specified levels of academic performance on the testamur for Pass degree programs is not permitted, specifically any award based on levels other than Distinction;
- A WAM is not rounded up or down for the purposes of awarding distinction;
- To be eligible, a student must have completed at least 50% of the requirements of their award through UNSW. Students who undertake courses under exchange or other overseas study arrangements will not be disadvantaged in determination of eligibility;
- Eligible students are identified by the Program Authority when checking students for graduation. Students do not need to apply for this award;
- It is expected that all eligible programs will award Pass with Distinction except in special circumstances where a program authority has the approval of Academic Board for a particular program to opt out.

8.2. Bachelor Honours programs

Honours can be awarded in the following classes: Class 1; Class 2, Division 1; Class 2, Division 2; and Class 3 (if appropriate). Program documentation will include the methodology for awarding Honours.

The determination of the class of award should be based on pre-defined academic standards. These standards and the criteria for the achievement of Honours in each of the classes should be explicitly stated in program rules.

Where the Honours program requires completion of an Honours thesis or research project, it must be marked by two examiners who are qualified to assess the work. Each examiner should make their initial assessment independently of one another.

Program Authorities will have documented processes and clear guidelines to review and moderate the final assessment marks and the classes of award.

8.2.1. Separate Year Honours Programs

For Separate Year Honours programs, the calculation of class of award will be determined from the student's WAM for all of the courses (research-based and coursework) required for the program. Only courses taken while enrolled in the Honours program, and specified in the program rules, may count towards the award class WAM.

8.2.2. Embedded Honours programs

Embedded Honours programs may use an approved weighted WAM calculation which reflects the relative importance of different components of the curriculum in the awarding of a class of Honours. Examples of this may include higher relative weightings for core, upper level, or research courses. This calculation needs to be approved as part of the program rules.

In cases where students meet progression requirements and program-level learning outcomes, and hence qualify for the Honours-level award, but do not meet the approved requirements for a class of Honours, a student's testamur and transcript will acknowledge Honours as part of the award name only.

Refer to the *University Medal Policy* for the awarding of the University Medal for outstanding academic performance by a student in an Honours program.

8.3. Masters (coursework) programs – Award with Excellence

The award of 'with Excellence' provides formal recognition on the testamur and academic transcript of outstanding performance in Masters (coursework) programs:

- Award with Excellence is awarded when an overall WAM of at least 80 has been achieved in all courses completed since enrolment at UNSW that are credited to the relevant award. These include courses from other UNSW programs of study for which credit has been granted and courses completed as part of a graduate certificate and/or graduate diploma that articulates to the masters;
- Courses that have been failed will also be included in the calculation of a WAM;
- Courses completed on exchange or cross-institutionally will not be included in the calculation of a WAM;
- The recognition of other specified levels of academic performance on the testamur for coursework Masters awards is not permitted, specifically any award based on levels other than with Excellence;
- A WAM is not rounded up or down for the purposes of awarding with Excellence;
- To be eligible a student must have completed at least 50% of the requirements of their award through UNSW. Students who undertake courses under exchange or other overseas study arrangements will not be disadvantaged in determination of eligibility;
- Eligible students are identified by the Program Authority when checking students for graduation. Students do not need to apply for this award;
- It is expected that all eligible programs will award 'with Excellence' except in special circumstances where a program authority has the approval of Academic Board for a particular program to opt out.

An award 'with Excellence' cannot be awarded for Graduate Certificate, Graduate Diploma or Masters (Extended) programs.

9. Roles and responsibilities related to assessment implementation

The Faculty Academic Committee, or equivalent, will be responsible for establishing a procedure for the governance of assessment outcomes including the approval of course results and academic progression. This responsibility may be delegated to an appropriately constituted committee to ensure

the approval of course results and decisions related to progression are independent of the Course Authority.

The Course Convenor/Authority will be responsible for course assessments and will ensure that the following tasks are completed:

- Pre-determine the supplementary assessment to be provided for each assessment item in the event a student is granted Special Consideration;
- Preparation of examinations and assessors;
- Moderation (as required);
- Collation, submission and reporting of assessment results; and review of results and organisation of feedback to students; and
- Tasks related to assessment design as listed in the *Assessment Design Procedure*.

Student Services & Systems will be responsible for:

- Assessing the eligibility of applications for Special Consideration and determination of outcome as agreed in consultation with the Course Authority;
- Setting and notification of processing deadlines;
- Ensuring that examination practices are transparent, fair and consistently applied;
- Providing resources to assist staff with the practice of managing School examinations;
- Managing Assessment Planning via myUNSW;
- Scheduling of the examination timetable for centrally and School managed exams;
- Coordinating examination paper submission for centrally managed invigilated exams;
- Recruitment, training, coordination and management of supervisors for centrally timetabled invigilated exams;
- Coordination and management of centrally timetabled exams for students registered with the Equitable Learning Services; and
- Security of examination papers once submitted.

For roles and responsibilities related to quality assurance and assessment design see the *Assessment Design Procedure*.

Accountabilities	
Responsible Officer	Deputy Vice-Chancellor Academic and Student Life
Contact Officer	Pro Vice-Chancellor Education & Student Experience
Supporting Information	
Legislative Compliance	This Procedure supports the University's compliance with the following legislation: <i>Disability Discrimination Act 1992 (Cth)</i> <i>Tertiary Education Quality and Standards Agency Act 2011 (Cth)</i> Higher Education Standards Framework (Threshold Standards) 2015
Parent Document (Policy)	Assessment Policy
Supporting Documents	Nil
Related Documents	Academic Progression and Enrolment Policy Academic Progression Procedure Assessment Design Procedure Enrolment and Withdrawal Procedure Program Design and Delivery Policy Program Design Procedure Program Delivery Procedure
Superseded Documents	Assessment Implementation Procedure, v1.5
File Number	2016/36812
Definitions and Acronyms	

Alternative assessment	An alternative assessment refers to either an assessment task that is rescheduled or a different assessment task that is provided to a student who is unable to meet the requirements of an assessment.
Assessment	Assessment is a systematic process for evaluating student learning. The purpose of assessment is both to facilitate and to certify student learning outcomes including UNSW's Graduate Capabilities. The process includes the design, development and implementation of assessment tasks, and the judgement and reporting of student performance.
Assessment settings	<p>Assessment settings refer to the circumstances under which an assessment task is completed.</p> <ol style="list-style-type: none"> 1. Open – there is no direct human supervision of the assessment and no means of authenticating the identity of the test-taker. This includes online tests without any requirement for registration. 2. Controlled – there is no direct human supervision of the assessment, but the assessment is made available only to known students. This includes online tests that require test-takers to logon. 3. Supervised – there is a level of direct human supervision and the identity of the test-taker can be authenticated. This includes online tests that require a student to logon and an invigilator to confirm the identity of the student. 4. Managed – there is a high level of human supervision and control (time, place etc.) over the assessment. This includes online tests that are delivered in a supervised physical space.
Assessment task	An assessment task refers to a specific activity relating to any method of assessment that requires students to demonstrate their learning towards an intended learning outcome.
Educational adjustments	Educational adjustments are measures or actions taken to assist a student with a disability to participate in education and training on the same basis as other students. Adjustments may be made in relation to teaching, learning and assessment that assist a student to access course content and assessments.
ELS	Equitable Learning Service
Fit	Generally feeling well and functioning effectively
Learning outcomes	Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course or program of study.
Moderation	Moderation is a quality assurance process that is used to check that assessment practices are applied equitably to all students in the same program or course. Moderation includes processes put in place prior to marking and grading to ensure assessors understand assessment criteria and performance standards, and those put in place subsequently to ensure consistency in their application. Moderation ensures that marks or grades are awarded appropriately and consistently.
Performance standards	Performance standards describe different levels of learning achievement in relation to learning outcomes.
Special Consideration	Special Consideration is the process for assessing and addressing the impact on students of short-term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.
Standards based assessment	Standards-based assessment is the judgement and reporting of student learning achievement based on predefined learning outcomes and performance standards. Standards-based assessment can apply at the level of the program, course or assessment task.
Supplementary assessment	A supplementary assessment is an additional assessment (resit) that is provided to a student who has failed or was unable to complete an initial assessment.

Term	Term is the collective noun for all types of academic calendar periods of study at UNSW, (e.g. Term, Semester, Hexamester).			
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
1.0	Deputy Vice-Chancellor Education	9 December 2016	20 February 2017	New procedure
1.1	Deputy Vice-Chancellor Academic	12 April 2018	12 April 2018	Minor changes for clarification (sections 2.3, 5 and 6.2, reorder sections 5 and 6)
1.2	President and Vice-Chancellor	13 September 2018	1 January 2019	Minor amendments to accommodate UNSW 3+ changes including: terminology, timing and processes (exam periods; supplementary exams and results)
1.3	Deputy Vice-Chancellor Academic	13 November 2018	1 January 2019	Administrative update to align with the <i>Program Design and Delivery Policy</i> and <i>Procedures</i> . New Section 8 included with content from Section 3.4 of <i>Structure of Undergraduate Programs Procedure</i> , Section 4.3 of <i>Structure of Honours Programs Policy</i> , Section 3.3 of <i>Structure of Honours Programs Procedure</i> and Section 2.6 of <i>Structure of Postgraduate Programs Procedure</i> .
1.4	Deputy Vice-Chancellor Academic	14 February 2019	14 February 2019	Section 5 updated to include a 'fit to sit or submit' requirement.
1.5	Deputy Vice-Chancellor Academic	24 November 2020	1 December 2020	Inclusion of Marks and Grades, Minor amendments to update Unit names, Clarification of special consideration rules and inclusion of expectations for Elite Athletes, inclusion of grounds not applicable for review of results
1.6	Deputy Vice-Chancellor Academic & Student Life	4 February 2022	4 February 2022	Amendments to section 1; 2.1; 2.2; 2.3; 5; 5.1 and 6 to reflect current practice and the transition to online assessment. Section 3, inserted standard late assessment penalty endorsed at Academic Board.

Appendix 1

Guide to UNSW Marks and Grades

The following grades result in courses being treated as successfully completed for the purposes of calculating Academic Standing

High Distinction	HD	An outstanding performance; mark range 85–100. Indicates that the student has produced outstanding work and has demonstrated a high level of understanding across the entire content of the course. This grade without a mark given a notional value of 90 for calculations of Weighted Average Mark.
Distinction	DN	A superior performance; mark range 75–84. Indicates that the student has demonstrated superior ability to consider the course and its assessment requirements from a number of perspectives and to explore their interrelation. This grade without a mark given a notional value of 80 for calculations of Weighted Average Mark.
Credit	CR	A good performance; mark range 65–74. Indicates that the student has demonstrated the ability to think analytically and contextually about the course and its assessment requirements, and to understand/present alternative points of view/perspectives and supporting evidence. This grade without a mark given a notional value of 70 for calculations of Weighted Average Mark.
Pass	PS	An acceptable level of performance; mark range 50–64. Indicates that the student has addressed the assessment requirements of the course and has demonstrated an acceptable understanding of the issues entailed. This grade without a mark given a notional value of 55 for calculations of Weighted Average Mark
Enrolment Continuing	EC	The course is taken over more than one Teaching Period and the assessment will be finalised in a later Teaching Period. A mark assigned in the Teaching Period when assessment is finalised may also be retrospectively assigned in conjunction with this grade. Not included in calculations of Weighted Average Mark.
Successful	SY	Successful completion of a course for which a graded pass is not awarded. No mark is given. Not included in calculations of Weighted Average Mark.
Competent with Merit	CM	Performance shows application of knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner. Not included in calculations of Weighted Average Mark.
Competent	CO	Performance shows development of application of knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner. Not included in calculations of Weighted Average Mark.

The following grades result in courses being treated as attempted but not successfully completed (failure-equivalent) for the purposes of calculating Academic Standing

Fail	FL	Unsatisfactory performance, below the minimum expected level; mark range 0–49. This grade characterises work which shows a significant lack of understanding of the topic or its context and is therefore unsatisfactory. This grade without a mark given a notional value of 25 for calculations of Weighted Average Mark
Absent Fail	AF	Unsatisfactory performance; no assessment attempted. No mark given; notional value of 0 for calculations of Weighted Average Mark.
Unsatisfactory Fail	UF	Unsatisfactory performance in an essential component (hurdle rules) of the course. Mark range 40–100. Mark included in calculations of Weighted Average Mark.
Not Yet Competent	CN	Performance shows need to develop application of knowledge and skills to demonstrate autonomy, well-developed judgement, adaptability and responsibility as a practitioner. Not included in calculations of Weighted Average Mark.

Enrolment Continuing	EF	Applies to a course flagged as multi term. The final enrolment in this course resulted in a fail grade. Therefore, the final mark was applied to all previous instances of the multi term enrolment and the grade was converted from an EC to and EF grade, to reflect the failure in the course.
Not Completed	NC	For coursework students: Course assessment requirements have not been completed in a timely manner. Not included in calculations of Weighted Average Mark. LE, WC, and WD results not finalised by the applicable deadline are converted to NC. For research students: Indicates last study period of research program for which product was not submitted; not an evaluation of performance in that study period, but an indication of non-completion of program.
Academic Withdrawal	AW	Indicates enrolment in course dropped after academic withdrawal deadline but on or before last day of teaching period. Not included in calculations of Weighted Average Mark. Appears on academic statements and transcripts.
Permitted Withdrawal	PW	Student was permitted to discontinue the course without financial penalty, through the fee remission process. Not included in calculations of Weighted Average Mark. Remains part of academic record but does not appear on official transcripts.

The following grades result in courses being omitted from calculations of Academic Standing (and are not included in calculations of Weighted Average Mark)

Discontinued without failure ('No Fail')	NF	Indicates enrolment in course dropped after census date but on or before academic withdrawal deadline. Course enrolment not recorded on academic statement or transcript.
Professional Experience	PE	Student undertaking a course designated as professional experience. Replaced with finalised result once professional experience completed.
Result Deferred	RD	Student is unable to complete a course in the current Teaching Period. The student must re-enrol to obtain a result.
Research Continuing	RC	Used for Higher Degree Research (HDR) candidates. No mark is given.
Research Satisfactory	RS	Satisfactory completion of a HDR program.
Audited course	AS	Assessment not attempted; course not counted towards award requirements. Also used to indicate administrative enrolment to permit an attempt at a final examination by a student who was prevented from such attempt when enrolled for an earlier teaching period, in which case the final result, when determined, will be recorded for that earlier teaching period.
Not Assessed	NA	Completion of course which has no assessment requirements (such as Professional Practicum).
Exchange Enrolment	XE	Student undertaking international exchange program.

The following grades have the potential to result in Academic Standing being calculated as 'Pending' (and are not included in calculations of Weighted Average Mark)

Late Entry	LE	Marking not completed before result submission deadline
Result not finalised ('Withheld: Consideration')	WC	The student has submitted a request for Special Consideration, for which the outcome is pending.
Result not finalised ('Withheld')	WD	The student has not submitted or completed one or more components of the assessment requirement. This code may be used where a student has been given an extension to complete assessment.
Result finalised but not released	WJ	Awaiting the outcome of an unresolved Conduct and Integrity matter.

The following grade makes Academic Standing and Weighted Average Mark inapplicable

Excluded Misconduct	EM	Student has been permanently excluded on the grounds of academic misconduct.
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