Assessment and Progression Policy

Purpose

Assessment and feedback assure, motivate and promote student learning. Academic progression tracks student progress in a program towards successful completion.

This policy states the principles and requirements for:

- assessment and feedback
- academic progression.

Scope

This policy applies to UNSW students, staff and affiliates involved in assessment and feedback activities for:

- undergraduate, honours and postgraduate coursework programs
- coursework components of higher degree research programs
- non-award courses
- credit-eligible short courses.

The academic progression principles and requirements apply to undergraduate, honours and postgraduate coursework programs.

Some clauses of this policy state a more limited scope for those clauses.

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Principles and objectives

1. Assessment and feedback

1.1. Assessment and feedback provide all students with clear expectations and equitable opportunities to develop and demonstrate their learning, regardless of their background, disability, study mode or study load.

1.2. Assessment and feedback give all students the opportunity to enhance their learning, gauge their academic progress, and identify actions and support for improvement while maintaining a reasonable and manageable workload for every student.

1.3. Assessment assures through diverse and appropriate methods that each graduate has achieved all specified program and specialisation learning outcomes, and that the level of each student's attainment is accurately reflected by the grades awarded.

2. Academic progression

2.1. Academic progression is guided by the expectation that students steadily advance toward completing their program by fulfilling defined academic and administrative requirements (**progression requirements**).

2.2. Progression requirements are clear and consistent, supporting students to successfully complete their studies on schedule.

2.3. Academic progression is used to identify students who need support. UNSW offers support to students not maintaining satisfactory academic progress so they have opportunities to improve.

Effective: 1 June 2026

Responsible: Deputy Vice-Chancellor Education and Student Experience

Assessment and Feedback Procedure

Unless stated otherwise, this procedure is effective for all programs and courses within the scope of this policy from the following teaching periods:

- Term 3, 2026
- Semester 2, 2026
- Hexamester 1, 2027.

The following requirements are effective from 1 January 2027:

- clauses 1.1 – 1.2 (aligning an assessment to PLOs, SLOs and CLOs)
- clause 1.4 (assuring PLOs and SLOs with secure assessment).

The following requirements are effective from 1 January 2028:

- clauses 2.1 – 2.2 (program-level approaches to assessment)
- clauses 3.5 – 3.7 (assessment workload).

This procedure is supported by the following instructions:

- Assessment Allowances Instructions
- Competency-Based Assessment
- Educational Adjustments for Assessment Instructions
- Exam Instructions
- Programmatic Assessment for Learning.

Assessment design and quality assurance

1. Designing assessment

1.1. An assessment will align with at least one program learning outcome (**PLO**) or specialisation learning outcome (**SLO**) except:

- for an elective course or general education course that does not sit in a program or specialisation, or
- for a credit-eligible short course, or
- where a course is part of multiple programs and the assessment cannot be aligned to common PLOs or SLOs from the range of programs, in which case the assessment will align directly with at least one graduate capability.

1.2. An assessment will align with at least one course learning outcome (**CLO**).

1.3. **Secure assessment** ensures that a student has genuinely achieved their learning outcomes by using identity verification and managed settings. Examples include:

- assessments observed by an assessor in a face-to-face classroom or online classroom, such as lab work, skills demonstrations, interactive oral presentations, performances, class participation, simulations, placements and internships
- invigilated exams

- oral assessments between an assessor and a student.

1.4. Each PLO and SLO will be assured by at least one secure assessment across a program or specialisation.

1.5. **Formative assessment** is *assessment for learning* used to provide feedback that informs teaching and enhances student learning. Formative assessment may contribute to a course result.

1.6. **Summative assessment** is *assessment of learning* that evaluates student achievement. Summative assessment usually contributes to a course result.

1.7. An **assessment task** is an activity relating to any type of assessment that requires a student to demonstrate their learning towards a learning outcome.

1.8. A **hurdle task is** an assessment task that requires a student to achieve a minimum standard to be eligible to pass a course, regardless of their results for other assessments in the course.

1.9. **Group assessment tasks** are completed collaboratively by a group of students and will:

- assess teamwork or collaborative learning outcomes, unless the task's complexity or real-world context justifies a group-based approach
- enable fair and inclusive contributions from all students in the group
- provide each student in the group with a mark or grade that reflects their contribution
- include evaluation of the group process and contributions of students, where relevant e.g. instructor observations, self and peer assessment or reflection
- have a combined maximum weighting of 30% toward a course result.

1.10. The weighting of an assessment toward a course result will be in line with:

- clause 1.9 (maximum weighting for group assessment tasks)
- clause 3.2 (maximum weighting for an assessment task)
- clause 3.6 (assessment task workload)
- clause 9.1 (minimum weighting for an exam)
- clauses 1.3 - 1.4 in Competency-Based Assessment (competency-based assessment tasks).

1.11. An assessment can be competency-based in line with:

- clause 10.2 (grading bases)
- Competency-Based Assessment.

1.12. An online assessment task will be submitted using an approved UNSW educational technology system in line with the Information Governance Policy.

1.13. Faculties will review and report on the quality of assessment and feedback as part of an academic program review in line with the Academic Offerings Monitoring and Review Procedure.

1.14. If a student chooses to include an Acknowledgement of Country in their assessment task, it will be excluded from:

- word count requirements for written assessment tasks, such as essays, and
- time requirements for oral assessment tasks, such as presentations.

2. Program-level approaches to assessment

2.1. Assessment will be designed across courses in a program or specialisation (including major or minor) to assure a student's progress towards PLOs, SLOs and graduate capabilities.

2.2. Courses in a program or specialisation will have a variety of assessment types to support student learning, meet diverse learning styles and ensure that assessments are fit for purpose in assuring the range of learning outcomes.

3. Assessment workload

3.1. To avoid over-assessment, a student will only be assessed to the extent necessary to assure they have achieved a learning outcome.

3.2. The maximum weighting for an assessment task toward a course result will be 60%, except for:

- assessment tasks that must meet the assessment requirements of an accreditation body or Work Health and Safety, or
- assessment tasks that are a research project or thesis, or
- assessment tasks in a course that uses only competency-based assessment, or
- work integrated learning (WIL) courses.

3.3. A **progressive assessment** is where a series of assessment tasks are arranged across a course, program or specialisation so students can build their knowledge and skills over time and achieve the learning outcomes expected at their level of study. Examples include:

- weekly practical tasks
- smaller assignments with different tasks that build on each other and contribute to a final project.

3.4. A summative progressive assessment in a course will be considered as one summative assessment task, with careful consideration of total assessment workload in line with clause 3.5. For example:

- a series of weekly quizzes will be considered as one summative assessment task
- a series of fortnightly labs will be considered as one summative assessment task.

3.5. To ensure the total assessment load is manageable and reasonable within the expected workload for units of credit in line with the Program Design Procedure, assessments in a course will be designed to either:

- have a maximum of three summative assessment tasks including any exams, and no more than two of these may be summative progressive assessments, or
- be no more than a third of the total hours required for a student to complete the course, not including any work for assessment tasks completed during class time.

3.6. A student's workload for each assessment task in a course will be informed by its weighting, so that the effort required for each assessment task is comparable with its contribution to the course result. This does not apply to competency-based assessment.

3.7. At least 30% of the course result will be derived from assessment tasks with a completion date or submission due date before the last week of the teaching period. This does not apply to courses using only competency-based assessment, which must include at least one assessment task that is completed before the last week of the teaching period.

3.8. Clauses 3.5 – 3.7 do not apply to:

- assessments in the workplace, such as work integrated learning, placements and internships
- a course that is mainly assessed by a research project or thesis.

4. Assessment equity and inclusion

4.1. An assessment task will be accessible and inclusive in line with the Equity, Diversity and Inclusion Policy.

4.2. An assessment task will be adjusted to align with a student's learning plan.

5. Storing assessments

5.1. Assessment products, including exam scripts and student-generated outputs, will be:

- kept by the faculty for at least 6 months, unless returned to a student

- managed securely in line with the Information Governance Policy.

Assessment communication and feedback

6. Communicating assessment expectations to students

6.1. The course outline will be published at least one week before the start of the teaching period and will include the following for each assessment:

- purpose
- learning outcomes
- the allowed role of artificial intelligence and, where relevant, how it can be used
- weighting toward the course result
- when the assessment task is due for submission and its submission instructions, or when the assessment task will be held
- timing and type of feedback
- whether it is a hurdle task
- whether a short extension is available
- whether a supplementary assessment is available.

6.2. Each assessment task will include:

- instructions to the student for completing the assessment task
- assessment criteria for what the student is expected to demonstrate, preferably by using an assessment rubric except where correct answers are pre-determined, such as multiple choice questions.

6.3. The information in clause 6.2 will be:

- provided to students before or when the assessment task becomes available
- published online, except for credit-eligible short courses that have no online delivery.

7. Quality of assessment feedback

7.1. An assessment will be designed to support a student's learning by providing feedback that is constructive and actionable. The feedback provided must go beyond simply justifying marks and will:

- identify strengths
- identify weaknesses
- identify areas for improvement and provide guidance on how to improve.

7.2. An assessor will provide feedback for an assessment task, including exams.

- The feedback will be specific to each student at least once in a course at a time when the feedback will be most actionable for the student's learning or for applying to future assessments.
- For all other assessment tasks where providing individual feedback to every student is not feasible, the assessor may provide collective feedback to the cohort.

7.3. A Course Authority will inform all assessors in the course what is expected in providing feedback, to ensure that feedback is consistent and comparable across assessors.

8. Timing of assessment feedback

8.1. Assessment tasks that are aligned with each other within a course, such as progressive assessments, will be sequenced to give a student the opportunity to reflect and act on the feedback provided to them before submitting their next assessment task.

8.2. Before the census date in a course, a student will have an assessment or activity that provides

formative feedback on their progress and identifies any need for additional support, in line with the Support for Students Policy.

8.3. An assessment task completed during the teaching period will have feedback provided to the student in line with clause 7.2 either:

- within 10 working days of the submission due date, unless a student who is submitting their assessment task after this date would gain an unfair advantage if feedback were released to the other students before they submit, or
- with sufficient time for the student to consider and apply the feedback for the next assessment task.

8.4. The timing for providing feedback to a student in clause 8.3 does not apply to a course's final assessment task. However, feedback will still be provided for a course's final assessment task in line with clauses 7.1 – 7.2.

Exams

9. Overview

9.1. An **exam** is an assessment task that:

- is primarily summative in nature, and
- has a weighting of at least 20% toward a course result, or is a hurdle task in a competency-based course with no weighting toward a course result, and
- assesses a range of learning outcomes, and
- is a timed assessment, and
- is held in a managed setting or under invigilated conditions.

9.2. An assessment task, such as a test or a quiz, will be considered as an exam for the purpose of this policy where it meets all of the criteria in clause 9.1.

9.3. An exam is a secure assessment when it is either:

- on campus (including online) and supervised (**on-campus invigilated exam**), or
- online, remote and supervised remotely (**online invigilated exam**).

9.4. An invigilated exam will only be held:

- where a secure form of assessment is needed at key points across a program or specialisation and an invigilated exam is the best option to assure a student has achieved the learning outcomes, or
- where it is required by an accreditation body.

9.5. Unless it is required by an accreditation body, an exam can only be scheduled during the following periods:

- after the census date (mid-term, mid-semester or mid-hexamester)
- the published exam period at the end of a teaching period (**final exam**)
- the published supplementary exam period after the exam period for final exams (**supplementary exam**).

9.6. Clause 9.5 does not apply to an unsupervised assessment task.

9.7. Further details on exams are available in the Exam Instructions.

Results for assessment tasks and courses

10. Overview

10.1. The numerical mark (**mark**) awarded to an assessment task or course determines the grade that is assigned.

10.2. A grade without a mark (**grade-only**) can be awarded for an assessment task or a course using competency-based assessment with one of the following results within its competency-based grading basis:

- **SY** (Successful) / **FL** (Fail)
- **CO** (Competent) / **CN** (Not Yet Competent)
- **CO** (Competent) / **CM** (Competent with Merit) / **CN** (Not Yet Competent).

10.3. Unless stated otherwise in this procedure, all references to a student failing an assessment task or course will include a student who is not yet competent in an assessment task or a course using competency-based assessment.

10.4. Appendix 2 lists the UNSW grades and marks.

11. Assessment task results

11.1. The provisional mark or grade for an assessment task (**assessment task result**) will be determined by the assessor of the task using published assessment criteria (**standards-based assessment**).

11.2. The Course Authority will have practices in place for assessors marking an assessment task to ensure consistent and fair marks or grades based on student performance, noting that:

- only the marking process can be moderated
- assessment task results cannot be moderated to fit into a predetermined distribution of marks or grades.

11.3. An assessment task result, which may be provisional, will be provided to a student with the same timing for providing feedback in line with clause 8.3.

11.4. A student's assessment task result may be changed as an outcome of a student applying for a review of results.

11.5. The Course Authority will keep a record of:

- the initial assessment task result
- any changes that have been made and the reasons for the change.

Late submissions

11.6. If a student submits an assessment task after the submission due date, the result will be reduced by 5% of the maximum possible mark per 24 hours, up to a maximum reduction of 25% for submitting 120 hours (5 days) late.

For example:

- an assessment task has a weighting of 30% toward a course result
- the assessment task is submitted 85 hours late (this will be calculated as 4 days late)
- the assessment task result given is 70/100 before any penalty is applied for a late submission.

The penalty for the late submission is calculated as follows:

- the assessment task result is reduced by 5 marks per 24 hours the assessment task is submitted late (5% of 100)
- the assessment task result is reduced by a total of 20 marks for being submitted 85 hours late (5 marks × 4 days)

- the assessment task result becomes 50/100 after applying the penalty for a late submission (70/100 reduced by 20 marks)
- the assessment task result contributes 15 marks toward the course result (30% of 50/100).

11.7. An assessment task will be given a mark of zero if it is submitted more than 120 hours (5 days) after its submission due date, unless an extension has been approved.

12. Course results

12.1. The mark and weighting of each assessment task will determine the result of the course (**course result**) when each assessment task in the course is awarded a mark.

12.2. A course result will be determined in line with Competency-Based Assessment when each assessment task in the course is awarded a grade only.

12.3. A course containing assessment tasks awarded a mark and assessment tasks awarded a grade only will have the course result determined in line with clause 12.1 by first converting each grade-only assessment task result to:

- full marks if the student is competent in the assessment task
- zero marks if the student is not yet competent in the assessment task.

12.4. An assessment task cannot contribute more than its weighting toward a course result, except for clauses 12.5 – 12.6.

12.5. A student who fails an assessment task will lead to the student failing the course where the assessment task is:

- a hurdle task, or
- the only secure assessment for a PLO or SLO.

In these cases, the student will receive a course result indicating that they have not passed the course, such as **CN** (Not Yet Competent), **FL** (Fail) or **UF** (Unsatisfactory Fail).

12.6. A student may fail a course if they have not genuinely attempted all the summative assessment tasks in the course, except when exempt from completing an assessment task.

12.7. The faculty review of results committee, such as a Faculty Assessment Review Group, will:

- review all course results from the current term or semester
- use the term WAM of students to identify variations in course results compared to the term WAM of students in previous terms or semesters
- determine the reason and process for changing course results from the current term or semester if adjustments are required.

12.8. A student's course result can only be changed:

- by the Course Authority correcting a data entry error, or
- by the faculty review of results committee, or
- as an outcome of a student applying for a review of results, or
- under certain circumstances where the student fails a course, in line with Assessment Allowances Instructions.

12.9. The Course Authority will keep a record of

- the initial course result
- any further changes that have been made in line with clause 12.8 and the reasons for the change.

12.10. A course result will be released to a student only after all of the following have occurred:

- the faculty review of results committee has reviewed the course results and made any necessary changes

- the course results have been released through UNSW email and myUNSW by the date for release of results for the term or semester
- the student has cleared all debt owing to UNSW.

12.11. Any course results not finalised by the date for release of results will be converted to an **NC** (Not Completed) grade, in line with clause 16.4 of Academic Progression Procedure, by week 3 of the following term or semester.

13. Review of results

13.1. A student can apply for a review of results if they have reasons to believe that their assessment task result or course result is incorrect. A reviewed result replaces the original result and will lead to the final mark or grade going up, going down or remaining unchanged.

13.2. A student will discuss their assessment task result or course result with their Course Authority or instructor before applying for a review of their result. The student may proceed with applying if either:

- they continue to have reasons to believe that their assessment task result or course result is incorrect after the discussion, or
- the Course Authority or instructor is unavailable for discussion and the student risks missing the submission deadline in line with clause 13.4.

13.3. A student will pay a fee for each application to review results. The student will receive a refund if the review increases the mark or grade.

13.4. A student can submit their application up to 5 working days from receiving their:

- assessment task result, or
- course result on the date for release of results, provided the application relates to the course result only and not to assessment task results previously received.

13.5. A Course Authority, or a delegate such as a review committee or a review team, will assess the reason for the review provided in the application to determine if the result will be reviewed. The following reasons will not be accepted for a review of results:

- challenges with the course learning outcomes
- challenges with the method of assessment (changes can be made beforehand to the method of assessment through educational adjustments)
- challenges with meeting the standard required for marks or grades
- study overload
- implications of not passing the course
- marks or grades received by other students
- language difficulties
- the need for extra marks to achieve a higher grade or WAM
- any penalty that has been applied, such as a penalty for late submission or a penalty for academic misconduct.

13.6. Where a result is reviewed for an assessment task:

- the student will be informed that a review of results is approved
- the student will provide the work that was originally marked or graded if UNSW does not have a copy
- where feasible, a different assessor who is familiar with the task and marking criteria will do the re-assessment.

13.7. A student will proceed with their re-enrolment on the basis that the result remains unchanged until the outcome from the review of results is finalised.

13.8. A student will be advised of the outcome from the review of results within 20 calendar days from

their application being approved.

13.9. There is no appeal of the outcome from the review of results. Where a student believes there is evidence of maladministration or misconduct by UNSW in the review process, the student can submit a complaint in line with the Complaints Management and Investigations Policy and Procedure.

13.10. A student who may be suspended, excluded or terminated based on the result under review must also appeal their academic standing and enrolment, to maximise their chances of remaining eligible to continue their studies should the review of results be unsuccessful.

Educational adjustments for assessment

14. Overview

14.1. An **educational adjustment** is a reasonable change that can be made to an assessment task, such as:

- changing specific assessment activities
- making changes to a student's study conditions or environment
- providing enabling or support staff
- providing alternative assessment formats
- using assistive technology
- extending the submission due date.

14.2. An educational adjustment is not a reasonable change if for any of the following reasons it:

- is inconsistent with the requirements of a course or program
- cannot assure the learning outcome being assessed
- compromises regulatory or accreditation requirements
- compromises academic integrity or academic standards
- compromises the safety of students or staff
- has a negative effect on staff or other students
- is outside the control of UNSW
- places an undue burden on UNSW in terms of resources, operations or feasibility.

14.3. An educational adjustment to an assessment task will be made for an eligible student by either:

- an Equitable Learning Plan, or
- an Elite Athletes, Performers and Leaders Learning Plan.

14.4. Further details on educational adjustments are available in the Educational Adjustments for Assessment Instructions.

Assessment allowances

15. Overview

15.1. UNSW will adopt a layered approach for assessment allowances using the following sequence:

a. Assessment design and quality assurance, in line with principle 1.1 for equitable opportunity in learning and demonstrating that learning, reduces the need for a student to apply for an assessment allowance

b. a student may apply for a learning plan so that educational adjustments are made to their assessments as needed

c. a student may apply for a short extension if extra time is needed to submit an assessment when there is a brief disruptive event, in line with the Assessment Allowances Instructions

d. a student may apply for special consideration if an assessment cannot be completed or

submitted due to unexpected short-term circumstances, in line with the Assessment Allowances Instructions

e. a student may apply for fee remission in line with the Enrolment and Withdrawal Procedure.

15.2. Where an educational adjustment is made to an assessment task, such as extending the submission due date, the newly adjusted assessment task is viewed as the original assessment task. Therefore, a student can apply for assessment allowances based on their adjusted assessment task.

15.3. A student with an approved extension:

- can submit the assessment task without penalty by the extended submission due date, and
- will have clauses 11.6 – 11.7 for late submissions applied to the extended submission due date instead of the original submission due date, and
- can submit the assessment task only once when the original submission due date has passed.

15.4. Where a student receives an unfair advantage from having any knowledge of the content of the original assessment, an alternative assessment and supplementary assessment will be different to the original assessment but still:

- assess the same learning outcomes at the same level of complexity, and
- have the same weighting toward the course result, except where the weighting has changed in line with clause 2.21 of the Assessment Allowances Instructions or from the outcome of educational adjustments in a learning plan.

15.5. Further details on assessment allowances are available in the Assessment Allowances Instructions.

Outstanding academic performance

16. Overview

16.1. UNSW recognises outstanding academic performance through:

- an award
- a prize
- the University Medal.

16.2. The awards at UNSW for outstanding academic performance are:

- award of **Pass with Distinction**
- award **with Excellence**
- **class of Honours**

16.3. The only recognition of outstanding academic performance that will be displayed on a testamur are those listed in clause 16.2.

16.4. Awards and prizes achieved by a student will be displayed on their academic transcript and Australian Higher Education Graduation Statement.

16.5. Faculties will manage the prizes that are available and how they are awarded to students in line with the Prizes Procedure.

17. Award of Pass with Distinction and Award with Excellence

17.1. For the awards of **Pass with Distinction** and **with Excellence**:

- all eligible programs will offer the award unless Academic Board has approved to exempt a program
- the Program Specialists in The Nucleus: Student Hub identify the students who are eligible for the award when they are graduating

- a student's overall WAM that is based only on courses that count toward the award is used to determine if the student is eligible, except where the program rules state that one or more of those courses are competency-based, in which case the faculty WAM as calculated and recorded in the system by the faculty is used instead by The Nucleus: Student Hub
- a student's WAM is not rounded up to determine if they are eligible for the award
- to be eligible for the award a student will complete at least 50% of their program at UNSW; courses completed under exchange or through other learning abroad arrangements will be considered as being completed at UNSW.

17.2. Further to clause 17.1, the award of **Pass with Distinction** is:

- available for a Bachelor Pass degree program or the Juris Doctor, and
- awarded to a student with a WAM of at least 75.

17.3. Further to clause 17.1, the award **with Excellence** is:

- available for a Masters coursework program, excluding Masters (Extended) program, and
- awarded to a student with a WAM of at least 80.

18. Class of Honours

18.1. A **class of Honours** is available in a Bachelor Honours degree program.

18.2. Honours can be awarded in the following classes:

- Class 1
- Class 2 Division 1
- Class 2 Division 2
- Class 3 (if appropriate).

18.3. The program rules will state the requirements for awarding each **class of Honours**.

18.4. A student who has met the requirements for a **class of Honours** will have this displayed on their testamur and academic transcript. Otherwise, a student's testamur and academic transcript will acknowledge Honours as part of the award name only.

18.5. Where an Honours program has a research component, the research thesis will be independently marked by two examiners who are qualified to assess the work.

18.6. The Program Authority will document the processes for reviewing and moderating the final assessment marks and classes of Honours.

18.7. An Honours program can be either a separate year Honours program or an embedded Honours program in line with the Program Design Procedure.

Separate year Honours program

18.8. A student's WAM for all research-based and coursework courses that are in the program rules for the Honours program is used to determine the **class of Honours** that is awarded, except where the program rules state that one or more of those courses are competency-based.

Embedded Honours program

18.9. A student's WAM is used to determine the **class of Honours** that is awarded:

- the WAM is based only on courses with numerical marks that count toward the program, and
- the program rules can define a different WAM, such as higher weightings for core, upper level or research courses.

Academic Progression Procedure

Progression requirements

1. Overview

1.1. A student will meet all academic and administrative requirements (**progression requirements**) for their program.

1.2. A student's enrolment may be affected if they do not meet their progression requirements. In such cases UNSW may:

- temporarily or permanently cancel enrolment in a program or course
- impose conditions on enrolment.

1.3. A student may appeal a decision that impacts on their academic progression and enrolment.

2. Maximum completion time

2.1. A student must complete their program within the maximum completion time for that program.

2.2. If a student is at risk of not completing their program on time, the Registrar and Director, Student Services will inform them to seek advice from their Program Authority and develop a plan to complete their program within the remaining time.

2.3. A student who does not complete their program within the maximum completion time cannot re-enrol until they meet with their Program Authority and agree on extra completion time of up to 1 year. In exceptional circumstances, a Program Authority may recommend that a Dean may approve more time.

2.4. If a student does not finish their program within the maximum completion time, their enrolment in the program will be terminated unless they:

- agree with their Program Authority on extra time in line with clause 2.3, and
- complete their program within the extra completion time that was agreed to with their Program Authority.

Calculating maximum completion time

2.5. The maximum completion time for an undergraduate program or a double degree program is twice the normal full-time duration of the program plus 2 years. This is expressed by the formula **2n + 2** years, where **n** is the normal full-time duration of the program in years.

2.6. The maximum completion time for a postgraduate coursework program is 10 years.

2.7. A student's maximum completion time for their program is calculated from their first day of the first teaching period in the program.

2.8. A student's approved and unapproved absences, including program leave, will not extend their maximum completion time.

2.9. A student cannot extend their maximum completion time by studying:

- for credit that does not count toward their program, or
- for a non-award program, or
- with another higher education provider.

2.10. If a student is given credit for prior learning in their program, the full-time duration of their program will be reduced on a pro rata basis, rounding up to the nearest term or semester, when calculating their maximum completion time.

For example, if a student is admitted to a 3-year undergraduate program with 1 year credit (advanced standing), then their maximum completion time is 6 years:

- maximum completion time is calculated using **2n + 2** years
- **n** is 2 years instead of 3 years (normal full-time duration reduced by 1 year)
- maximum completion time is therefore 6 years (2 × 2 years + 2 years).

3. Minimum and maximum study load

3.1. Study load is the total number of units of credit (**UOC**) taken in a term, semester or academic year.

3.2. A **standard term or semester** does not include summer term.

3.3. A student will complete their program in the normal full-time duration when they:

- enrol in a standard full-time study load, in line with the Enrolment and Withdrawal Procedure, and
- maintain adequate progress by successfully completing their enrolled courses.

3.4. A student must be enrolled in at least 1 course in each standard term or semester in their program, unless they are on suspension, exclusion or approved program leave.

3.5. UNSW will withdraw a student from their program after the census date in line with the Enrolment and Withdrawal Procedure if they have not enrolled with the minimum study load in line with clause 3.4.

3.6. If a student is withdrawn from a program they must apply for re-admission to their program in line with the Admission to Coursework Programs Procedure if they want to return to study at UNSW.

3.7. A student cannot enrol in more than 18 UOC per term or 24 UOC per semester without applying to overload their studies, unless a program has been approved for overloading.

3.8. A student cannot enrol in more than 12 UOC in summer term.

4. Repeated fails in a course

4.1. If a student is not yet competent or fails the same course, or two equivalent courses (**course rule**) twice, the Registrar and Director, Student Services will inform them to seek advice from their Course Authority before enrolling for the next term or semester.

4.2. If a student is not yet competent or fails the same course rule 3 times, the Registrar and Director, Student Services will inform them that they must seek advice from their Program Authority about their progression in the program before enrolling for the next term or semester.

4.3. If a student is not yet competent or fails the same course rule 4 times, their enrolment in the program will be terminated.

5. Program-specific and course-specific progression requirements

5.1. The Program or Course Authority can propose extra progression requirements for a program or course in line with the Academic Offerings Approval Procedure and Program Design Procedure.

5.2. Program-specific and course-specific progression requirements may include:

- maximum completion time for a program

- maximum number of times a course can be failed
- minimum progression rate for each term, semester or stage of a program
- core courses that must be completed before progression to the next stage of a program
- conditions of course enrolment, such as health requirements for clinical work, requirements for security checks or language requirements
- requirements of accreditation bodies or organisations that provide field work, clinical work, practical work or professional placements.

6. Progression requirements for international students

6.1. An international student must comply with the conditions of their confirmation of enrolment and student visa in addition to the progression requirements in section 2 to 5 of this procedure.

6.2. The Manager, Student Records in the Registrar and Student Services team will advise the International Student Compliance team when an international student has:

- been suspended, or
- been excluded, or
- had their enrolment terminated.

6.3. The International Student Compliance team will report to the Australian Government an international student who does not comply with clause 6.1 in line with:

- *Education Services for Overseas Students Act 2000* (Cth)
- National Code of Practice for Providers of Education and Training to Overseas Students 2018
- International Student Transfer Between Registered Providers and PRISMS Reporting Procedure.

7. Advanced standing

7.1. Advanced standing is where a student's progress through their program has been expedited by granting credit for prior learning. The granting of credit reduces the number of UOC a student needs to complete their program.

7.2. Prior learning for advanced standing will be approved in line with the Recognition of Prior Learning (Coursework Programs) Procedure.

7.3. Advanced standing for entry to a postgraduate program will be approved in line with the Program Design Procedure.

Program leave, discontinuation and transfer

8. Program leave

8.1. A student who has completed a term or semester can request to take leave from their program (**program leave**) for up to 1 academic year.

8.2. A student who has not completed a term or semester cannot apply for program leave and must defer their offer in line with the Enrolment and Withdrawal Procedure.

8.3. A student can only take program leave for more than 1 academic year at any one time if there are exceptional circumstances and it has been approved by their Program Authority.

8.4. To avoid course fees, a student must apply for program leave and have it approved before the census date of the term or semester, otherwise they will be considered as enrolled.

8.5. A student must apply for re-admission to their program in line with the Admission to Coursework Programs Procedure if they have not resumed their study at the end of their approved program leave and later want to return to study at UNSW.

9. Program discontinuation

9.1. A student can apply to discontinue their program (**program discontinuation**) at any time during their enrolment if they want to stop their study at UNSW.

9.2. To avoid course fees, a student must apply for program discontinuation before the census date of the term or semester where they will stop their study.

9.3. A student must apply for re-admission to their program in line with the Admission to Coursework Programs Procedure if they want to return to study at UNSW after program discontinuation.

10. Program transfer

10.1. A student can move from one program to another within the same undergraduate, postgraduate, research or non-award career (**program transfer**):

- an undergraduate student can apply for an Internal Program Transfer
- a postgraduate student can apply for a Postgraduate Program Transfer.

10.2. A student must:

- complete a term or semester before they can apply for a program transfer
- meet the entry requirements for the program they wish to transfer to.

10.3. The Program Authority will review a UNSW student's program transfer application based on criteria, including:

- the student's academic standing
- the student's weighted average mark (**WAM**)
- the student's total number of UOC completed to date
- availability of places in the program
- any extra faculty requirements.

10.4. A student must contact their Program Authority if they would like a program transfer in their final term or semester of study.

10.5. The Program Specialists in The Nucleus: Student Hub will assess a student's approved program transfer to determine if the student has advanced standing in their new program.

10.6. A program transfer for an international student must be in line with their student visa and the International Student Transfer Between Registered Providers and PRISMS Reporting Procedure.

Weighted average mark (WAM)

11. Overview

11.1. WAM is an internal UNSW measure that is not displayed on official transcripts.

11.2. A student will have:

- a term WAM based on course results in a term or semester
- an overall WAM based on all course results throughout their entire program.

11.3. A student may have, if relevant and required:

- an overall WAM based only on courses that count toward their award
- a faculty WAM calculated by a faculty's own method.

11.4. WAM is not calculated for non-award careers.

11.5. UNSW uses the WAM to make decisions, such as whether a student is:

- allowed to continue in their program
- eligible for a program transfer
- meeting the requirements of their program
- eligible for award of **Pass with Distinction**, award **with Excellence, class of Honours** and the University Medal
- eligible for other recognitions within a faculty.

12. Calculating WAM

12.1. A student's WAM is calculated by multiplying the mark received in each course by the units of credit for that course, adding up all the results of the multiplications and then dividing this by the total number of units of credit for the courses. This can be shown by the formula:

$$WAM = \frac{\sum(MU)}{\sum U}$$

- $M =$ mark received in a course
- $U =$ units of credit for a course.

12.2. A nominal mark is used for a course that is usually graded with marks but is finalised without an associated mark:

Grade	Nominal mark
HD	90
DN	80
CR	70
PS	55
FL	25
AF	0

12.3. Courses with a grading basis of **SY** / **FL** do not have an associated mark or a nominal mark and so the **SY** and **FL** grades will not be included in the WAM.

12.4. No other grade-only results are included in the WAM.

12.5. Appendix 2 contains the grades used in calculating the WAM.

12.6. A student with credit transfer for courses completed in another program at UNSW will have the marks for those courses included in the WAM for their new program.

12.7. A student with credit transfer for courses completed at another higher education provider will not have the marks for those courses included in the WAM for their program at UNSW. This is because different grading schemes are used at other higher education providers.

Academic standing

13. Overview

13.1. UNSW requires a student to maintain satisfactory academic progress in each term or semester so they can continue with their study and to graduate.

13.2. Academic standing is the status of a student's academic progression and indicates their current progress toward completing their program.

13.3. Academic standing is calculated at the career level and not the program level.

13.4. Academic standing is not calculated for non-award careers.

13.5. Academic standing is assigned at the end of each standard term or semester.

13.6. A student's academic standing may affect their eligibility to enrol or remain enrolled in a course, in line with the Enrolment and Withdrawal Procedure.

13.7. A student who has had their enrolment in a program terminated because of unsatisfactory academic progress cannot apply for admission to the same qualification. However, the student can:

- apply for admission to another qualification at UNSW and apply for advanced standing, or
- study at another higher education provider but this will not count towards their qualification at UNSW.

13.8. Results of academic standing are sent to the student's UNSW email account and are also available in myUNSW.

13.9. A student may appeal their academic standing.

14. Academic standing levels

14.1. A student is assigned one of the following levels for their academic standing:

Academic standing level	Explanation
Good	UNSW is not concerned about the student's academic progress.
Academic Risk Level 1	UNSW is concerned about the student's academic progress. The student is encouraged to seek advice, in line with the Support for Students Policy, before finalising their enrolment for the following term, semester or hexamester.
Academic Risk Level 2 Postgraduate Academic Risk	UNSW is very concerned about the student's academic progress. The student must seek advice to help them get back on track, in line with the Support for Students Policy, before finalising their enrolment for the following term, semester or hexamester.
Academic Risk Level 3	UNSW is very concerned about the student's academic progress. The student must seek advice, in line with the Support for Students Policy, as they face suspension unless they address the issues that are affecting their progress.
Academic Risk Level 4 Postgraduate Exclusion Risk	UNSW is extremely concerned about the student's academic progress. The student must seek advice, in line with the Support for Students Policy, as they face exclusion unless they address the issues that are affecting their progress.
Suspension	The student is not allowed to study at UNSW for 1 academic year. The student can continue with their study at the end of their suspension period but must re-enrol into their program in a term, semester or hexamester that is not summer term.
Exclusion	The student is not allowed to study at UNSW for 2 academic years. The student must apply for re-admission to their program in line with the Admission to Coursework Programs Procedure if they want to return to study at UNSW at the end of their exclusion period. There is no guarantee that the student will be accepted back into their program.
Pending	Academic standing cannot be calculated due to unresolved grades.

Academic standing level	Explanation
Provisional Suspension	The student has a late or withheld grade which would have normally placed them on suspension, however: • the grades were not available when calculating the student's academic standing for the term, semester or hexamester, or • the deadline has passed for placing the student on suspension.
Provisional Exclusion	The student has a late or withheld grade which would have normally placed them on exclusion, however: • the grades were not available when calculating the student's academic standing for the term, semester or hexamester, or • the deadline has passed for placing the student on exclusion.

14.2. An undergraduate student can be assigned one of the following levels for their academic standing:

- Good
- Academic Risk Level 1
- Academic Risk Level 2
- Academic Risk Level 3
- Academic Risk Level 4
- Suspension
- Exclusion
- Pending
- Provisional Suspension
- Provisional Exclusion

14.3. A postgraduate student can be assigned one of the following levels for their academic standing:

- Good
- Postgraduate Academic Risk
- Postgraduate Exclusion Risk
- Suspension
- Exclusion
- Pending
- Provisional Suspension
- Provisional Exclusion

15. Academic standing rules

15.1. A student cannot be suspended twice in the same career. A student who has previously been suspended will be given an academic standing level of **Exclusion** instead of **Suspension**.

15.2. A student can only be given an academic standing level of **Exclusion** if they have previously been given an academic standing level of **Suspension** in the same career.

15.3. The academic standing levels for an undergraduate student in clause 14.2 are assigned by using the rules in clauses 15.1 – 15.2 and 15.5 – 15.6.

15.4. The academic standing levels for a postgraduate student in clause 14.3 are assigned by using the rules in clauses 15.1 – 15.2 and 15.7 – 15.10.

Rules for undergraduate students

15.5. A student's academic standing level is calculated using:

- the student's academic standing level at the end of the previous standard term or semester, and

- the student's progress in the current term or semester in line with clause 15.6.

Academic standing level in previous term or semester	Progress in current term or semester		
	Satisfactory progress	**Poor progress**	**Nil progress**
Good	Good	Academic Risk Level 1	Academic Risk Level 2
Academic Risk Level 1	Good	Academic Risk Level 2	Academic Risk Level 3
Academic Risk Level 2	Academic Risk Level 1	Academic Risk Level 3	Academic Risk Level 3
Academic Risk Level 3	Academic Risk Level 2	Suspension	Suspension
Academic Risk Level 4	Academic Risk Level 3	Exclusion	Exclusion
Suspension	Academic Risk Level 3	Academic Risk Level 4	Academic Risk Level 4
Exclusion	Academic Risk Level 3	Academic Risk Level 4	Academic Risk Level 4
Provisional Suspension	Academic Risk Level 3	Suspension	Suspension
Provisional Exclusion	Academic Risk Level 3	Exclusion	Exclusion

15.6. A student's progress in the current term or semester is based on the proportion of study load passed.

Progress	Proportion of study load passed
Satisfactory progress	More than 0 UOC attempted and 50% UOC or more passed
Poor progress	More than 0 UOC attempted and less than 50% UOC passed
Nil progress	More than 6 UOC attempted and no UOC passed

Rules for postgraduate students

15.7. A student will be assigned an academic standing level of **Good** if they pass all UOC attempted in a standard term or semester.

15.8. If a student does not pass all UOC attempted in a standard term or semester, then their academic standing is based on the total number of UOC failed across all of their postgraduate study at UNSW:

Total UOC failed during study	Academic standing level assigned
Less than 12 UOC	Good
Between 12 and 18 UOC	Postgraduate Academic Risk
Between 19 and 35 UOC	Suspension
36 UOC or more	Exclusion

15.9. A student who returns to study at the end of their suspension period and fails further units of credit but less than a cumulative total of 36 UOC will be given an academic standing level of **Postgraduate Exclusion Risk** as further fails will put the student at risk of exclusion.

15.10. If a student returns to study a different postgraduate program after an absence of 2 or more years, the fails from their previous postgraduate program will not be included when calculating their academic standing for their current postgraduate program.

16. Calculating academic standing

16.1. Academic standing levels and rules are used in calculating a student's academic standing.

16.2. Academic standing is calculated at the end of each standard term or semester before the release of results.

16.3. A student's grades for summer term will be included when calculating their academic standing for the following term 1 or semester 1.

16.4. A student with **WC**, **WD** or **LE** grades will initially be assigned an academic standing level of **Pending**.

- After release of results, if the student's academic standing level for the previous term, semester or hexamester was not **Good**, then **WC** and **WD** grades will be treated as fails.
- The student will have their academic standing recalculated each week from the time results are released, until the deadline for finalising withheld results.
- After the deadline for finalising withheld results, any remaining **WC**, **WD** and **LE** grades will be converted to an **NC** grade. Academic standing will then be recalculated a final time for the term, semester or hexamester.

16.5. If a student's academic standing level has been calculated as **Suspension** or **Exclusion** but UNSW's deadline has passed for assigning a student with that academic standing level for the term, semester or hexamester, a student will be assigned an academic standing level of **Provisional Suspension** or **Provisional Exclusion**.

16.6. Appendix 2 contains how grades are used in calculating academic standing.

Appeals for academic standing and enrolment

17. Appeals process

17.1. The Registrar and Director, Student Services will provide written information to a student who has been suspended, excluded or terminated that includes:

- advice that they have been suspended, excluded or terminated
- their right to appeal
- how to appeal
- the deadline for submitting an appeal.

17.2. An appeals cycle starts at the end of each standard term or semester.

17.3. The Registrar and Director, Student Services will write to the student within 10 working days of receiving the appeal to record that an appeal has been received and will be considered by a Re-enrolment Appeals Committee.

17.4. While an appeal is being considered by a Re-Enrolment Appeals Committee, the student may:

- continue to study up to 12 UOC in the following term, or
- apply for program leave.

17.5. The student's academic standing will be recalculated if they have a supplementary exam for a failed course and then pass the course during the appeal.

17.6. If the student's academic standing level is no longer **Suspension** or **Exclusion** after it has been recalculated in line with clause 17.5, then UNSW will withdraw the appeal and the student will be able to continue their study.

17.7. A student can choose to meet with the Re-Enrolment Appeals Committee and bring a support person with them. The support person will not participate in the committee's proceedings.

17.8. A successful appeal will allow the student to continue in their enrolled courses.

17.9. An unsuccessful appeal will result in the student being removed from their enrolled courses without penalty.

17.10. Where a student believes there is evidence of maladministration or misconduct by UNSW in the appeals process, the student can submit a complaint:

- in line with the Complaints Management and Investigations Policy & Procedure
- to the National Student Ombudsman.

18. Re-enrolment Appeals Committees

18.1. UNSW has two Re-enrolment Appeals Committees:

- an Undergraduate Re-enrolment Appeals Committee for considering appeals from undergraduate students
- a Postgraduate Re-enrolment Appeals Committee for considering appeals from postgraduate students.

18.2. Each Re-enrolment Appeals Committee will have:

- a chair who is an Academic Board member, nominated by the President of the Academic Board
- at least 5 members who are academic staff
- other members based on their knowledge and experience, nominated by the President of the Academic Board
- a quorum of 3 academic staff members.

18.3. A Re-enrolment Appeals Committee member must not be involved in an appeal where they have been previously involved in the student's case.

18.4. When deciding the outcome of an appeal, the Re-enrolment Appeals Committee will consider:

- the student's academic record
- the reasons for the appeal provided by the student
- any supporting documentation provided by the student.

18.5. The Re-enrolment Appeals Committee can override the academic standing rules when deciding on the outcome of an appeal.

18.6. The Re-enrolment Appeals Committee's decision on the outcome of an appeal is final. A student cannot appeal further within UNSW.

Effective: 1 June 2026

Responsible: Deputy Vice-Chancellor Education and Student Experience

Lead: Registrar and Director, Student Services

Appendix 1: Authority, responsibilities and legislative compliance

Authority for procedures and instructions

The following UNSW officers are authorised to maintain and change the procedure sections of this policy in line with the Delegations Policy and Policy Framework Policy:

1. The Deputy Vice-Chancellor Education and Student Experience (DVC ESE) has authority to approve a standard or procedure section of this policy.
2. The Pro Vice-Chancellor Education (PVCE) has authority to change the:
   - Assessment and Feedback Procedure
   - Assessment Allowances Instructions
   - Competency-Based Assessment
   - Educational Adjustments for Assessment Instructions
   - Exam Instructions
   - Programmatic Assessment for Learning.
3. The Registrar and Director, Student Services has authority to change the Academic Progression Procedure.

Responsibilities

4. The DVC ESE may approve systems and processes to support this policy.
5. The PVCE may approve assessment and feedback systems and processes to support this policy.
6. The Registrar and Director, Student Services may approve academic progression systems and processes to support this policy.

Legislative compliance

7. This policy supports:
   - *Disability Discrimination Act 1992* (Cth)
   - *Education Services for Overseas Students Act 2000* (Cth)
   - *Higher Education Support Act 2003* (Cth)
   - *Tertiary Education Quality and Standards Agency Act 2011* (Cth)
   - Australian Qualifications Framework 2013
   - Disability Standards for Education 2005
   - Higher Education Standards Framework (Threshold Standards) 2021
   - National Code of Practice for Providers of Education and Training to Overseas Students 2018.

Appendix 2: UNSW grades and marks

The following table lists the UNSW grades and marks, and how they are used in calculating academic standing and WAM.

Grade		Description	Academic standing calculation	Included in WAM
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. Refer to clause 12.2 of the Academic Progression Procedure for the nominal mark when this grade is given without a mark.	Treated as passed	Yes
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. Refer to clause 12.2 of the Academic Progression Procedure for the nominal mark when this grade is given without a mark.	Treated as passed	Yes
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. Refer to clause 12.2 of the Academic Progression Procedure for the nominal mark when this grade is given without a mark.	Treated as passed	Yes
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. Refer to clause 12.2 of the Academic Progression Procedure for the nominal mark when this grade is given without a mark.	Treated as passed	Yes

Grade		Description	Academic standing calculation	Included in WAM
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. Refer to clause 12.2 of the Academic Progression Procedure for the nominal mark when this grade is given without a mark. *Refer to clause 12.3 of the Academic Progression Procedure for courses that only have an **SY** or **FL** grade.	Treated as failed	Yes*
Successful	SY	Successful completion of a course for which a graded pass is not awarded. No mark is given.	Treated as passed	No
Competent with Merit	CM	The student has demonstrated competence and outstanding performance in the assessment requirements of the course.	Treated as passed	No
Competent	CO	The student has demonstrated competence in the assessment requirements of the course.	Treated as passed	No
Not Yet Competent	CN	The student has not demonstrated competence in the assessment requirements of the course.	Treated as failed	No
Absent Fail	AF	Unsatisfactory performance. No assessment attempted. No mark given. Refer to clause 12.2 of the Academic Progression Procedure for the nominal mark when this grade is given without a mark.	Treated as failed	Yes
Unsatisfactory Fail	UF	Unsatisfactory performance in an essential component (hurdle rules) of the course. Mark range 40–100.	Treated as failed	Yes
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 alongside this grade. *The grade is included in the WAM once the final mark is released in the final term.	Treated as passed	No*
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 an **EF** grade, to reflect the failure in the course.	Treated as failed	Yes
Not Completed	NC	For coursework students: Course assessment requirements have not been completed in a timely manner. **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.	Treated as failed	No
Academic Withdrawal	AW	Indicates enrolment in course dropped after academic withdrawal deadline but on or before last day of teaching period. Appears on academic statements and transcripts.	Treated as failed	No

Grade		Description	Academic standing calculation	Included in WAM
Permitted Withdrawal	PW	Student was permitted to discontinue the course without financial penalty, through the fee remission process. Remains part of academic record but does not appear on official transcripts. *Treated as failed in academic standing calculation between 2014 and 2020. Not included in academic standing calculation from 2021 onwards.	Not included*	No
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.	Not included	No
Professional Experience	PE	Student undertaking a course designated as professional experience. Replaced with finalised result once professional experience completed.	Not included	No
Result Deferred	RD	Student is unable to complete a course in the current teaching period. The student must re-enrol to obtain a result.	Not included	No
Research Continuing	RC	Used for Higher Degree Research (HDR) candidates. No mark is given.	Not included	No
Research Satisfactory	RS	Satisfactory completion of a HDR program.	Not included	No
Research Withdrawal	RW	Used for HDR candidates discontinuing their candidature permanently.	Not included	No
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 included	No
Not Assessed	NA	Completion of course which has no assessment requirements (such as Professional Practicum).	Not included	No
Exchange Enrolment	XE	Student undertaking international exchange program.	Not included	No
Late Entry	LE	Marking not completed before result submission deadline. Refer to clause 16.4 of the Academic Progression Procedure for how academic standing is calculated for this grade.	'Pending' assigned	No
Result not finalised ('Withheld: Consideration')	WC	The student has submitted a request for Special Consideration, for which the outcome is pending. Refer to clause 16.4 of the Academic Progression Procedure for how academic standing is calculated for this grade.	'Pending' assigned	No
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. Refer to clause 16.4 of Academic Progression Procedure for how academic standing is calculated for this grade.	'Pending' assigned	No
Result finalised but not released	WJ	Awaiting the outcome of an unresolved Conduct and Integrity matter.	'Pending' assigned	No
Excluded Misconduct	EM	Student has been permanently excluded on the grounds of academic misconduct.	Irrelevant	Irrelevant