

Policy Owner	Academic Director
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Related Policies:	Attendance Policy Benchmarking Policy Course and Unit Review Policy Complaints and Appeals Policy Internationalisation Policy Moderation Policy Progress and Graduation Policy Progress and Graduation Policy (ELICOS) Recognition of Prior Learning (RPL) Policy Student Misconduct Policy

Related Documents:	Academic Misconduct – Staff Guide Academic Misconduct – Student Guide Academic Staff Induction Pack Assessment Guidelines – Disability and Equity Bring Your Own Device (BYOD) Requirements Checklist ECC Governance Structure Exam Regulations Staff Handbook (ELICOS) Staff Handbook (Pathway Academics)
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1. OVERVIEW

- 1.1. This Policy describes the processes associated with measuring student learning outcomes.
- 1.2. The Policy identifies who has responsibilities for assessment and the application of principles relating to student assessment at ECC.

2. ORGANISATIONAL SCOPE

- 2.1. This policy applies to all ECC students and Partner Provider students enrolled in Pathway courses and/or ELICOS courses.

3. DEFINITIONS

- 3.1 **Academic Director:** refers to the ECC Academic Director
- 3.2 **Academic English (AE) Courses:** ELICOS courses designed as a pathway entry into ECC courses and/or Edith Cowan University for students who successfully complete the appropriate English entry requirements.
- 3.3 **Academic Misconduct:** means any conduct by a student in relation to academic work that is dishonest or unfair and includes, but is not limited to:
 - plagiarism;
 - unauthorised collaboration;
 - sharing assignments

- cheating in assessment; and/or
- fraudulently submitting the work of another person;
- purchasing assignments or paying another person to write an assessment;
- theft of another student's work, and/or
- any other fraudulent assessment practice

3.4 **APA Referencing:** Referencing format created by the American Psychological Association

3.5 **Assessment:** A set of processes that measure a student's achievement of identified learning outcomes, in terms of content knowledge acquired, understanding developed, and analytical skills gained. Assessments may be conducted using a variety of methods including written and oral assessments, simulation and/or practical demonstration

3.6 **Assignment and Report Cover Sheet:** Standard form used by students to submit any assessment (except examinations and tests). Students use this form as proof of submission and to certify that the submission is their own work

3.7 **Benchmarking** – refers to a structured, collaborative, learning process for comparing practices, processes or performance outcomes. It is used to evaluate performance by comparing ECC practices to similar-sized education providers and/or 'best practice' within the tertiary sector.¹

3.8 **Board of Examiners:** A review panel that determines the academic progression status of students.

3.9 **BYOD:** Bring Your Own Device

3.10 **Deferred Exam:** Where a student is unable to attend their final exam because of a medical condition and/or other extenuating circumstance, a deferred exam may be offered subject to meeting the rules of application.

3.11 **ECC:** Unless otherwise specified, where ECC is used exclusively in a section to describe a policy in this document, it refers to all courses (including ELICOS courses) offered by ECC

3.12 **English Good Practice Principles:** Refers to the principles for English language proficiency as determined by the regulatory authorities.

3.13 **ECU Coordinator:** The person nominated by the relevant ECU School to be responsible for university-linked units and to ensure that standards of ECU are communicated to ECC lecturers.

3.14 **ELICOS:** English Language Intensive Courses for Overseas Students.

3.15 **ELICOS Course:** All English language courses run at ECC

3.16 **Employability Skills:** In order to align with Edith Cowan University's integrated learning experience, ECC has adopted the following skill sets in designated units that articulate into ECU courses.

Navigate the world of work

- Manage career and work life; and
- Work with roles, rights and protocols

¹ TEQSA. (2015). *TEQSA Guidance Note Benchmarking*. Retrieved January 6, 2016, from http://www.teqsa.gov.au/sites/default/files/BenchmarkingGNFinal_0.pdf

- Interact with others**
 - Communicate for work;
 - Connect and work with others; and
 - Recognise and utilise diverse perspectives
- Get the work done**
 - Plan and organise;
 - Make decisions;
 - Identify and solve problems;
 - Create and innovate; and
 - Work in a digital world.
- 3.17 **Examiner:** Person nominated to set the exam or assessment tool for each unit.
- 3.18 **Formative assessment:** Assessment designed to provide learners with oral or written feedback on progress in relation to achieving learning outcomes. It can also be referred to as **ongoing assessment**.
- 3.19 **Grade:** A grading schema for student achievement. Note: ECC has based its grading schema on protocols as defined in Edith Cowan University (Admission, Enrolment and Academic Progress) Rules.
- 3.20 **Graduate Attributes:** Refers to the generic skills that can be used to further life-long learning and engagement with the community. These skills include ability to communicate, ability to work in teams, critical appraisal skills, ability to generate ideas and cross-cultural and international outlook. Graduate Attribute skill sets are implemented across different units with all Graduate Attributes embedded across the course learning outcomes
- 3.21 **Learning Outcomes:** A set of knowledge, skills and applications of that knowledge/skills that a person acquires and can demonstrate after successfully completing a Unit.
- 3.22 **Moderation:** Quality assurance, control processes and activities such as peer review that aim to assure consistency or comparability, appropriateness and fairness of assessment judgements. It also ensures the validity and reliability of assessment tasks, criteria and standards. The Moderation process consists of a variety of strategies adopted within an institution to ensure that grades awarded within each unit of study are comparable between lecturers teaching the same unit in a given Study Period and between lecturers teaching the same unit across different Study Periods and/or different locations
- 3.23 **Norm-referenced assessment:** Where a student's performance is assessed against other students within the same unit cohort.
- 3.24 **Ongoing Assessment:** See Formative Assessment
- 3.25 **Partner Provider:** an institution that provides an accredited course which is registered as being offered by ECC, who, for the purposes of this document oversees all matters relating to the delivery of those courses.
- 3.26 **Plagiarism:** a form of academic misconduct which means to knowingly or unknowingly present as one's own work the ideas or writings of another without appropriate acknowledgment or referencing. Items considered to be Plagiarism are explained in this policy.
- 3.27 **Reliability:** The extent to which an assessment measures learning accurately and consistently between different cohorts and over time.

- 3.28 **Standards-referenced Assessment:** Where a student's performance is compared to a pre-determined criteria or set of learning objectives. Students are graded according to a set of performance criteria without any reference to any other students within that unit. Also referred to as **Summative** or **Criterion-referenced assessment**
- 3.29 **Study Period:** For Pathway students, one Study Period comprises one trimester or one semester. For ELICOS students, one Study Period comprises one 10-week block unless otherwise stated in the Letter of Offer.
- 3.30 **Supplementary Exam:** When a student sits an exam and fails it, he/she is not able to re-sit the exam. [An exception applies if a student fails the last unit of an Advanced Diploma course only, he/she may be offered a supplementary (repeat) exam but only if he/she has failed the single, final unit by less than 5%].
- 3.31 **TEQSA (Tertiary Education Quality and Standards Agency):** is Australia's regulatory and quality agency for Higher Education.
- 3.32 **Unit:** A discrete component of study within a course.
- 3.33 **Unit Outline:** A statement giving fundamental details about the unit. It usually includes an overview of the unit content materials, assessment tools, assessment weightings, due dates of assessment, textbook details and recommended readings. At ECU, this is sometimes referred to as a **Unit Plan**
- 3.34 **University-linked Program/Unit:** A Unit of study in the ECC Diploma or Advanced Diploma.
- 3.35 **Validity:** The extent to which an assessment accurately measures what it is intended to measure.

4. POLICY PRINCIPLES

- 4.1 ECC assessment practices are designed to facilitate learning and maintain standards that are commensurate with those required for students to transition into university-level studies
- 4.2 Assessments are learning-centred:
- Learning is designed to be developmental with scaffolded tasks both within the unit and within the course. Wherever possible, assessments should provide learners with ongoing feedback (Formative Assessment) on their progress.
 - Learning tasks aim to engage students in relevant and meaningful activities that promote self-directed learning, academic integrity and lifelong learning.
 - Assessments are Standards-Referenced – students are given explicit criteria and assessed (graded) on how well they achieve the performance criteria linked to the learning outcomes. As such, all assessment tasks should have a discipline-appropriate marking key to distinguish between different levels of attainment.
 - Any scaling of marks must be justified by reference to benchmarking standards and authorised by the Academic Director
- 4.3 Assessments are globally relevant:
- Learning outcomes align with the Australian Qualifications Framework (AQF)
 - Assessments embed Graduate Outcomes and/or Employability Skills as applicable to the learning outcomes
 - Unit assessments may include tasks are authentic and linked to skills sets that prepare students for employment or community activities
 - Assessments incorporate and develop relevant technological and digital skills

- 4.4 Assessments support transformative learning as applicable to the unit:
- Assessments expose students to multiple perspectives in order to challenge assumptions and broaden understandings
 - Assessments will include opportunities for independent judgement to foster the development of critical thinking skills
 - Assessments will include opportunities for reflective learning
- 4.5 ECC will provide suitably qualified staff, infrastructure and management processes to ensure quality courses, learning and instruction.
- 4.6 ECC will ensure comparability and moderation of assessments between different classes and different lecturers within the same unit.
- 4.7 ECC will ensure fair and open assessment practices and where applicable apply the appropriate disability guidelines.
- 4.8 ECC staff will embed applicable Graduate Attributes, Employability Skills and English Good Practice Principles into the delivery of their unit and assessment of student learning outcomes.

5. POLICY CONTENT

- 5.1 ECC monitors, records, informs and assesses the progress of each student in each unit of the course in which the student is enrolled in accordance with this policy.
- 5.2 The Academic Director, working within approved Academic Council protocols, has responsibility for assessment processes in all units offered by ECC but may be advised by the ECC Academic Program Coordinators representing their respective discipline areas.
- 5.3 Students are informed of assessment requirements and assessment weightings for each unit, via the Unit Outline issued at the start of each Study Period.
- 5.4 All assignments must be submitted using a signed ECC Assignment and Report Cover Sheet, unless submitted electronically using Turnitin. Academic English courses use the ECU electronic cover sheet for some assignments in order to familiarise students with this aspect of university study.
- 5.5 Use of Language Dictionaries:
- 5.5.1 English – Foreign Language dictionaries (with direct translations only) are permitted in all assessments, including examinations unless specifically precluded in advance. In such cases, the students will be given at least one week notice of that ban.
- 5.5.2 Specialist dictionaries (EG. Computing/IT dictionary, Business dictionary) and Advanced Learner Dictionaries are not permitted in any test or final examination.
- 5.6 The Academic Director undertakes that the marks presented to the Board of Examiners represent each student's assessed performance and are based on at least three assessments. The Academic Director carries this out by ensuring that:
- 5.6.1 Academic staff are familiar with the relevant rules of Academic Misconduct (including plagiarism) within this Policy;
- 5.6.2 Academic staff are provided Unit Outlines with information that complies with the respective Accreditation document and/or the learning outcomes in course materials provided by the ECU Unit Coordinator (for University-linked units) and the provisions of this Policy;
- 5.6.3 Assessment methods and practices comply with the relevant TEQSA (or equivalent) Accreditation documents and the provisions of this Policy;

- 5.6.4 Academic staff carry out all assessments fairly, objectively, consistently and in a timely manner across the student group for each unit;
- 5.6.5 The grading system has been applied as per the Grading Schema set out in this Policy.
- 5.6.6 All academic staff whether ongoing or casual, will make themselves available to students to provide feedback on assessment results;
- 5.6.7 ECC Student and Academic Services maintains an archival copy of Unit Outlines for each unit;
- 5.6.8 Examination scripts remain the property of ECC and are kept for one year after the examination week has ended. Unclaimed assignments are distributed in the final week of the Study Period. Where such assessments are not collected within one year, staff will ensure they are placed in a security bin at ECC or similar secure destruction facility.
- 5.6.9 Referencing: All students will be expected to follow the APA style of referencing, unless otherwise directed by the Academic Director in line with recommendations of the Academic Council.

5.7 Moderation and Comparability of Assessments

Where two or more lecturers are involved with the same unit or ELICOS course, it is essential that assessments between groups are comparable – treatment received in one group must be the same as treatment received by another group. Shared marking, detailed marking keys, regular meetings, etc., help achieve comparability.

An ECC Unit Coordinator will be appointed for each unit to ensure comparability of assessment and marking. The ECC Unit Coordinator's role is outlined in the *ECC Staff Handbook (Pathway Academics)*.

- 5.7.1 Grades awarded within each unit of study must be comparable between lecturers teaching the same unit in a given Study Period **and** between lecturers teaching the same unit across different Study Periods
- 5.7.2 Moderation and comparability ensures fairness to students and credibility of grades as they determine a student's prospects for further education.
- 5.7.3 Comparability is assured if:
 - Unit is clearly defined through learning outcomes, content and performance criteria
 - Lecturers structure their teaching program on the basis of the accredited unit outline
 - Lecturers structure their assessment/program on the basis of the approved assessment structure described within the accredited unit outline
 - Lecturers communicate regularly with respect to tests, assignments, examinations and criteria used in grading these assessment instruments
- 5.7.4 Moderation within ECC is achieved through
 - A clearly defined Unit Outline and compliance with this outline in terms of content, and learning outcomes ;
 - The development of common assessment support materials; and
 - Regular validation processes by lecturers involved in teaching the same unit;
 - Quality assurance and calibration of assessment through progressive moderation activities in every unit (including units with a single marker).
 - The designation of a staff member to act as an ECC Unit Coordinator;
 - The supervisory roles of the senior academic staff ensure that moderation

procedures are in place and that they are implemented in an effective manner. Supervision includes pre-assessment and post-assessment moderation activities, except for tasks that require not interpretive marking.

- A record of units moderated is provided in the Learning and Teaching Report.
- Academic benchmarking activities as described in the *Benchmarking Policy* (www.edithcowancollege.edu.au/policies)

- 5.7.5 Assessment tasks must be equivalent across all locations. Equivalence means comparable in terms of complexity, cognitive knowledge/skills to be demonstrated by the student and benchmarked against the same learning outcomes. Equivalence does not mean identical – hence assessments can be contextualised for different cohorts and locations as long as it is approved by the Unit Coordinator in consultation with the Academic Program Coordinator.

5.8 Academic Integrity

In order to ensure students are submitting their own work, if the lecturer believes that there is a disparity between the written knowledge presented in assessments (compared to in-class activities or other examples of student work), the lecturer has the right to take steps to confirm that the student actually did the work.

The Unit Coordinator may extend the requirements for any written assessment [except those completed under supervision (in class)] to include an oral exam to clarify and support the written submission.

- The oral exam will normally be held face-to-face with the Unit Coordinator and the Academic Program Coordinator, but may be done by telephone or other means as chosen by the Unit Coordinator.
- The student may invite someone to act as a support person, however that person cannot answer any of the questions
- The oral exam should occur as soon as possible after the assessment, but may be deferred if the student is unable to attend and can provide supporting evidence.
- During the oral exam, the student may be asked to define terms, explain concepts or give examples relating to the assessment
- The mark given for the oral exam will override the original written submission.
- If a student fails to attend the oral exam, ECC may begin an investigation of Academic Misconduct as per ECC's *Student Misconduct Policy*. Where it is determined that Academic Misconduct has occurred, penalties will apply as per this policy. (www.edithcowancollege.edu.au/policies)

5.9 Academic Misconduct

5.9.1 ECC applies university-level protocols in applying the rules of Academic Misconduct:

5.9.2 As honesty and academic integrity are highly valued at ECC, academic misconduct is viewed as a serious offence. All staff are informed about the policy through their Academic Staff Induction Pack. All students are informed through the Student Handbook, orientation workshops, the ECC website and in their unit course materials.

5.9.3 Academic misconduct includes plagiarism, cheating and dishonesty in assessment. It also includes, plagiarism, unauthorised collaboration, cheating in tests/examinations and theft of other student's work. Staff are expected to be critical of student work, looking for plagiarism/cheating and reporting it when applicable.

5.9.4 Plagiarism is a form of academic misconduct which means to knowingly or unknowingly present as one's own work the ideas or writings of another without appropriate acknowledgment or referencing. This includes, but is not limited to:

- paraphrasing or copying text without adequate acknowledgment of the source
- copying, whether identically or in essence, the text of another student's assignment or other students' assignments

- copying, whether identically or in essence, of visual representations (eg: cartoons)
 - line drawings, photos, paintings and computer programs)
 - purchasing assignments or procuring others to write assessments, and/or
 - any other fraudulent assessment practices
- 5.9.5 ECC reserves the right to monitor plagiarism through the use of Turnitin (or similar) software. Student work will be uploaded and recorded onto this database as part of ECC's plagiarism checks.
- 5.9.6 If academic misconduct is suspected, the lecturer shall interview the student(s) to determine the nature and extent of the problem, inform the student(s) of the seriousness of the situation and provide remedial counselling. If convinced that ECC regulations have been breached, the lecturer shall complete an Academic Misconduct form and notify ECC Student Records for follow up:
- ELICOS course students are counselled and advised of the seriousness with which plagiarism is taken at university and ECC. They are reminded of the impact plagiarism can have on their future course of study and that it can lead to course failure.
 - The student will be issued a notice of the breach (with a copy to the lecturer and Academic Program Coordinator) together with information of their rights and obligations
 - The Academic Program Coordinator will offer support with corrective advice
- 5.9.7 Academic Misconduct – refer to the *Student Misconduct Policy* and *Academic Misconduct Guides* (<https://www.edithcowancollege.edu.au/documents-and-forms>) for further information relating to the penalties that apply for breach of academic misconduct.
- 5.10 Late Submission and Non-Submission of Assessments**
- 5.10.1 Normal work commitments, family commitments and extra-curricular activities are not accepted as grounds for granting extensions to assessments as students are expected to plan ahead to meet assessment due dates.
- 5.10.2 Students who have valid reasons to defer assignments must make applications in writing, on or by the due date with written evidence to support special consideration where possible. Advance applications for an extension of up to one week, should be directed to the lecturer. Applications for an extension for a period exceeding one week or in cases where the assessment weighting is significant (over 25%) should be referred to the Academic Program Coordinator.
- 5.10.3 Late submissions (without prior approval) incur a penalty of 5% (of the possible mark) per calendar day; except that after one week (7 calendar days), the mark for the assessment will be 0%.
- An exception will usually be granted when the student provides a medical certificate from a registered practicing doctor (as defined under the *Health Practitioner Regulation National Law (WA) Act 2010*, registered medical specialist or hospital certificate.
 - Medical Certificates from pharmacists, herbalists and providers that are not registered with the Australian Medical Board are not acceptable for the purposes of this policy
 - Certificates from online doctor services will not be accepted – you must have attended and been seen by the doctor in person.
 - Refer to the Attendance Policy for more information about medical certificates.
 - Medical Certificates must be sighted and signed by the lecturer, and submitted by the student to the Welcome Centre by the student
 - An exception may be granted when the student provides a written explanation (to be sighted and signed by the lecturer or Student Counsellor, (and then passed onto Welcome Centre by the student), in the case of personal circumstances, which have

the potential to significantly impinge upon the student's performance.

- All written evidence must be submitted within 3 calendar days of the prescribed due date of the assessment task or at the next lecture if the staff member is a casual appointment.
- In the event of an absence from a lecture:
 - Pathway students should complete an Explained Absence Form and attach the required evidence to this form. The lecturer or Student Counsellor shall sign the form, but it is the student's responsibility to hand it to the Welcome Centre.
 - ELICOS students must inform their teacher as soon as practicable if the assessment is crucial to course completion. They must also complete an Explained Absence form in the Welcome Centre and attach supporting evidence.

5.10.4 Students who fail to submit a deferred assessment or fail to sit a deferred test/exam are ineligible to sit another deferred assessment. In other words, an assessment can only be deferred once – there is no deferral on a deferred assessment.

5.10.5 For additional information relating to attendance refer to the Attendance Policy (<https://www.edithcowancollege.edu.au/policies>)

5.11 Disabilities

5.11.1 The *ECC Assessment Guidelines – Disability and Equity* offers flexibility in assessments with respect to students with a disability. Students can be identified as having a disability either on admission (application form), on enrolment (via portal input of information) or via a staff member.

5.11.2 In the event that a student is identified as being disadvantaged by assessment strategies because of a particular physical and/or sensory disability, they will be referred to the Academic Program Coordinator or Student Counsellor who will seek professional advice (as applicable) and advise all lecturers and the Academic Administrator (for examination purposes) of the disability.

5.11.3 A summary of the professional advice and appropriate intervention strategies will be issued as soon as practicable to staff undertaking assessment processes.

5.11.4 The *Assessment Guidelines – Disability and Equity* is included in the Academic Staff Induction Pack and on the ECC website (www.edithcowancollege.edu.au/policies)

5.12 Marking Procedures

5.12.1 All assessments should be marked and returned to students within two (2) weeks of submission. For English (language) courses, the assessments will be marked within 5 working days, depending on the length of the assessment, and returned to the students in class time. Students must be advised of their results and be given appropriate feedback.

5.12.2 Mid-Study Period tests do not have to be returned but students must be advised of their results within two (2) weeks and before the next assessment deadline. Students should be given the opportunity to view their paper and discuss their mark with the lecturer. For English (language) courses, students will be able to keep certain assessments for future reference. Other assessments must be returned in order to maintain test security.

5.12.3 Lecturers are expected to return assignments during scheduled class time or via electronic format. Where the assessment was submitted by students at the end of the Study Period, lecturers may return the assessment to the student either at the exam venue or place them in a box for issue on the last day of the examination week. All students are advised by their

lecturer of the date/location for pick-up. Uncollected assignments are disposed of via authorised disposal bins to maintain the security of students' work.

- 5.12.4 Lecturers are expected to upload assessment marks into the ECC portal to allow students to view their marks progressively throughout the Study Period.
- 5.12.5 Assessment results for ELICOS courses are uploaded by teachers to the ECC portal, where students can view their final result/s.

5.13 Assessment Weightings

In order to facilitate ongoing feedback to students and encourage participation, ECC lecturers are required to use the following guidelines for assessment weightings:

- Where units include *Quality of Participation* mark for contributing to class activities, the *Quality of Participation* mark will be based on a publicised marking rubric. The maximum weighting for Quality of Participation is 10%
- All units will include a diagnostic assessment by Week 4 of the Study Period (which may or may not have any weighting in the final grade)
- Each unit should include a minimum of three different assessment tools (EG: Essay, report, blog, wiki, oral presentation, teamwork, model, drawing, poster presentation, mathematics exercises, simulation exercise, programming task, in-class test, final exam)
- For group assessment tasks weighted at more than 30%, there must be an additional assessment component to verify each individual's achievement of the learning outcomes in doing that task. (e.g. Individual planning document, reflection, participation in oral presentation, submits or peer evaluation of group dynamics during the activity)
- Final examination should have a weighting of no more than 50%
- Combined final exam and in-class testing should have a weighting of no more than 70%
- Exceptions may apply in consultation with the Academic Director

5.14 Bring Your Own Device (BYOD)

In order to facilitate greater classroom engagement and self-directed learning, students are required to provide their own laptop or tablet (BYOD) for both classroom use and private study. A copy of the latest BYOD Requirements Checklist can be found at:

<https://www.edithcowancollege.edu.au/documents-and-forms>

5.15 Examinations

5.15.1 Students are advised of the structure of the exam and provided with a sample exam prior to exam week.

5.15.2 Calculators: Programmable and graphic calculators are not permitted in tests and final examinations unless otherwise stated on the exam cover sheet

5.15.3 Exams for university-linked units are set by the ECC Unit Coordinator and cross-checked by a co-examiner. Exams are also moderated by the ECC Unit Coordinator.

- Onshore exam scripts are marked by lecturers as part of their teaching contract.
- Offshore exam scripts are forwarded to ECC for marking and moderation.
- Final grades will be moderated and finalised by the ECC Unit Coordinator. In the event that marks or grades are to be scaled, it must be done in consultation with the Academic Program Coordinator and authorised by the Academic Director. The ECC Unit Coordinator will moderate their unit and submit a Moderation Report to their Academic Program Coordinator on an annual basis.
- The ECC Unit Moderators report will be forwarded to ECU for feedback from the appropriate ECU School as per the ECU-ECC IPLSA agreement. .

- 5.15.4 Deferred Examinations: Applications for Deferred Exams must be submitted to the Welcome Centre on or before the date of the test/exam.
- 5.15.5 Deferred Examinations are subject to ECC approval. Students who fail to meet the following requirements will not be eligible to sit a Deferred Examination:
- Where the medical certificate does not match the date of the missed examination
 - Where in-class attendance has been below 80% and no evidence of extenuating circumstances has been provided to ECC (ELICOS students)
 - ECC has deemed that the student cannot pass the unit, even if he/she achieves 100% in the Deferred Examination.
 - Where the student has a history (two previous Study Periods) of deferred exam applications
 - Where ECC forms the opinion that the student is seeking to achieve an unfair advantage (EG. history of deferred exams; splitting exams held on the same day)
- 5.15.6 Any student who misses the scheduled Deferred Exams is not eligible to sit another Deferred Examination. Under exceptional circumstances, as determined by the Academic Director, special dispensation may be given to sit the exam at the end of the following Study Period.
- 5.15.7 ECC does not offer Supplementary Examinations for Diploma, Advanced Diploma or PQP students regardless of the circumstances. Once a student sits an exam and fails it, he/she is not eligible to sit a repeat exam.
- 5.15.8 Exam papers and exam scripts remain the property of ECC. Scripts will be retained for a period of one year before being destroyed in a secure manner.

5.16 Board of Examiners

A Board of Examiners meeting is convened at the end of every Study Period to review results and identify students who require counselling and/or academic support as per the ECC *Progress and Graduation Policy*.

The Board of Examiners also is responsible for checking the completion of course requirements and the conferral of awards. Refer to the *Progress and Graduation Policy*.
(www.edithcowancollege.edu.au/policies)

5.17 Grades Schema

The following Grades Schema applies to ECC pathway courses:

GRADE		MARK / EXPLANATION
P	Undifferentiated pass	Used for free English support unit (ADU100)
HD	High Distinction	80 – 100%
D	Distinction	70 – 79%
CR	Credit	60 – 69%
C	Pass	50 – 59%
N	Fail	0 – 49% (include students who withdraw after Week 10)
DE	Deferred	Student's mark is subject to sitting deferred exam
W	Withdrawn	Student has withdrawn from unit/course before Week 10
I	Incomplete	50 – 100% (Unit not credited as student failed required assessment component)
T	Tuition Only	Non-award students with no formal assessment conducted
EX	Exempt	Recognition of prior learning

The following Grades Schema applies to ECC ELICOS Academic English courses:

GRADE/PASS MARK	ACADEMIC ENGLISH COURSE	ARTICULATION AND ENTRY TO:
65%	AE3 pass mark	ECC Diploma
65%	AE4 pass mark	ECU Undergraduate Program
65%	AE5 pass mark	ECU Postgraduate Program

5.18 Appeals

Where a student has a valid reason to disagree with an assessment mark, the student shall refer to the Complaints and Appeals Policy (www.edithcowancollege.edu.au/policies). If the assessment is inconsistent with this (Assessment) Policy, the student shall complete an Appeal of Assessments-Final Results form to initiate formal procedures for an appeal.

6. ADMINISTRATIVE PROCEDURES

6.1 This policy is available on the ECC website for students and distributed to all Academic Staff as part of their Academic Staff Pack at Induction. Administrative staff who provide advice to students on academic progression issues will be provided with the policy by their respective supervisors.

6.2 Regular emails are issued to inform and update staff on changes to policy and procedures related to assessment.

Acknowledgement: In order to align the ECC Assessment Policy and procedures with those of Edith Cowan University, ECC acknowledges the use of the following ECU policies to guide its decision-making:

- ECU Admissions, Enrolment and Academic Progress Rules
- ECU Assessment Policy