

ASSESSMENT POLICY

1. Purpose

- 1.1 This policy establishes the principles that underpin assessment practices for Ikon Institute of Australia (Ikon), including the design, conduct and evaluation of coursework assessments to ensure academic quality and the facilitation of good practice.

2. Scope

- 2.1 This policy applies to all coursework assessments, including undergraduate, postgraduate, and non-award (or single-subject) courses where knowledge and skills are being assessed.
- 2.2 The policy applies to all students undertaking a subject of study and the staff responsible for designing, administering, or making decisions relating to coursework assessment.
- 2.3 This policy and procedures align with the Higher Education Standards Framework (Threshold Standards) 2021, Standard 1.3, 1.4, 3.1, 5.2, 5.3, 7.2

3. Related Documents

This policy should be read in conjunction with the following policies and procedures:

- Application for Special Consideration
- Reasonable Adjustment Policy
- Academic Integrity and Misconduct Policy
- Student Academic Progress Policy
- Grievance & Appeals Policy

All policies and forms associated with this policy can be accessed via the Policy and Procedures section of the Ikon website and the student and staff policy libraries.

4. Definitions

"Aegrotat" is when a student cannot attend an examination, compulsory component or assessment activity occurring at a fixed time and place due to illness or injury.

"Assessment" means the methods and procedures by which a student's academic progress and standard are measured at any given time. Within this single definition, Ikon recognises three broad types of assessment:

1. Diagnostic – an assessment that identifies the level of competency/performance/knowledge before commencing learning in a course/program/learning experience but does not contribute to the student's final grade;
2. Formative – assessment that provides feedback to the student during the learning experience;
3. Summative – assessment focused on the learning experience's outcomes.

"Assessment Brief" is the document that sets out what will be assessed and what evidence needs to

be generated.

“Assessment Task” means a specific and discrete learning activity designed to collect evidence about a student’s achievement of prescribed learning outcomes. Assessment tasks can be diagnostic, formative or summative and include but not be limited to essays, presentations, group work, reports, or final examinations.

“Business Days” means Monday through Friday, excluding public holidays.

“Constructive Feedback” aims to achieve a favourable outcome by providing someone with comments, advice, or valuable suggestions for their work and future room for improvement. Constructive feedback is:

1. Helpful – the feedback should help the person to improve their performance or behaviour or sustain it where the feedback is positive.
2. Specific – The feedback should have specific examples of behaviour or actions that help the person see where you are coming from.
3. Evidence-based – The feedback should have some evidence to back up what you are saying. This means the feedback is more objective and not subjective.
4. Focused – The feedback should focus on one particular thing at a time, not just a sweeping generalisation.
5. Solution orientated – The feedback should provide ideas or solutions to help the person understand what they should do differently or continue doing.

“Due Date” means the set date and time by which an assessment task must be submitted as prescribed in the subject outline and assessment briefs.

“Learning Outcomes” means the knowledge and skills, and the ability to apply the knowledge and skills, that a student has acquired and can demonstrate as a result of their learning.

“Moderation” means a quality assurance process to ensure that assessment is conducted with accuracy, consistency, transparency and fairness and that assessment and marking are valid, equitable and reliable.

“Subject Outline” is a formal academic document detailing the prescribed learning outcomes and assessment tasks for a subject.

“Marking Rubric” means an evaluation tool that defines performance expectations for an assessment task and measures attainment against a consistent set of criteria.

POLICY

5. Principles

- 5.1 Assessment is a transparent process undertaken with honesty and integrity by students and staff to provide robust and fair judgements of student performance.
- 5.2 Assessment must be fair, inclusive, and equitable for all students and cater for any student with an additional learning need that may result from disability, additional support needs or unforeseen circumstances.
- 5.3 Assessment strategies are standards-based to facilitate student-centred approaches to learning and to evidence the level of achievement of prescribed learning outcomes and graduate attributes.
- 5.4 Assessment strategies are designed to ensure the constructive alignment of assessment tasks with prescribed learning outcomes and the knowledge, skills, and application appropriate to the qualification level criteria specified in the Australian Qualifications Framework.
- 5.5 Assessment strategies will include a variety of assessment tasks that are authentic, engaging, meaningful and relevant, and supported by appropriate teaching and learning

activities.

- 5.6 Assessment processes also facilitate course credit as a judgement of student performance in recognition of prior learning.
- 5.7 Assessment tasks are considered mandatory. Students must make a reasonable attempt in all assessment tasks to be eligible to complete the subject and achieve a combined result of at least 50% to pass the subject. Some subjects may require a minimum pass grade for the written task or examination to be eligible to pass the subject.
- 5.8 Students are provided with clear and transparent information on assessment expectations (purpose, task requirements, standards, and assessment criteria) via the subject outline. Variations to assessment are only permitted to the extent allowed under the course review and approval process.
- 5.9 Achievement is measured by referencing pre-determined and articulated set assessment criteria in the form of marking rubrics, or answer guides.
- 5.10 Student performance is recorded in the form of grades about a set of agreed standards known as grade descriptors (see appendix A). These standards are applicable across all courses.
- 5.11 Assessment practices include constructive and timely feedback to provide students with a measure of progress against prescribed learning outcomes to reinforce learning and to assist in preparation for subsequent assessment tasks.
- 5.12 Assessment and grades will be moderated to ensure that judgments of student performance are consistent, transparent, reliable and valid.
- 5.13 Assessment practices and processes are monitored for quality assurance purposes and actions taken to improve the quality and consistency of assessment as part of a process of continual improvement.
- 5.14 Ikon will ensure the assessment is undertaken by teaching staff with the relevant Australian Qualifications Framework (AQF) level qualification and industry experience.
- 5.15 Students have the right to request a review of a decision made in relation to an assessment or grade, and to appeal the outcome of a request for review of a mark or grade.
- 5.16 Assessment records are stored electronically in the Student Management System. Official certification and academic result files will be stored permanently to enable re-issue (if required).

6. Roles & Responsibilities

Ikon Institute of Australia

- 6.1 The Academic Board oversees assessment design as part of the course development process and the approval, monitoring and review of policies and procedures that govern assessment, academic integrity and misconduct.
- 6.2 The Dean, in conjunction with the Heads of School and Academic Course Coordinators, is responsible for monitoring and guiding the assessment practices of academic staff, including part-time, sessional and casual staff, to ensure compliance with policy and timely processes are implemented, including:
 - assessment strategies align with learning outcomes and include a range of formative and summative assessment tasks.
 - assessment tasks are phased across the study period, so students have sufficient time to absorb and use feedback for subsequent assessment tasks.
 - academic staff know their assessment obligations, are suitably experienced and can demonstrate assessment best practices.
 - subject outlines provide clear and transparent information, including details such as the types of assessment, instructions, length (words/duration), weighting, and

submission timeframes at the commencement of the delivery period.

- reasonable adjustments and special consideration are granted to students with additional learning needs to ensure equity with a disability, additional support needs or extenuating circumstances.
- timely and constructive feedback is given to students on assessment tasks, marking and grades.
- appropriate validation and moderation activities are conducted to promote consistency and equivalency in assessment and marking standards across subjects, courses, and campus locations.
- the efficacy of assessment strategies and processes is monitored and reviewed, and changes for improvement are validated, approved, and implemented.

6.3 Academic staff are responsible for the fair, objective and consistent assessment of student performance and administration of assessment practices, including:

- Designing appropriate assessment strategies to measure the achievement of learning outcomes.
- Develop clear assessment criteria and standards against which the level of student performance in the assessment task to ensure fairness, consistency, and equivalency.
- Ensuring subject outlines contain clear, transparent, and detailed information about assessment tasks, deadlines, word limits, weighting towards the final grade, and penalties for a late submission.
- Briefing students on assessment expectations at the commencement of the subject as well as two weeks prior to an assessment due date
- Ensuring marking and assessment decisions are completed and formally recorded in the student management system within two weeks of the submission due date.
- Provide students with constructive and timely feedback that justifies the mark given against the set assessment criteria.
- Reporting on student progress and assessment outcomes honestly, transparently, and objectively, based only on relevant data, within the time frames prescribed by institutional policy.
- Following the *Academic Integrity and Misconduct Policy* where academic misconduct is suspected.
- Record and store assessment results and grades electronically in the Learning Management System.

Students

6.4 Students have a responsibility to:

- Abide by assessment and related policies and procedures, including the expectation of academic honesty and integrity and their right to request a review of a decision about an assessment or grade, and to appeal the outcome of a request for review of a mark or grade.
- Actively engage with learning activities and resources to prepare for assessment tasks.
- Be aware of the assessment tasks and what is being asked, due dates across the trimester for the current study load, and submission requirements that must be met to pass each subject and maintain satisfactory academic progress.
- Seek clarification from lecturers about assessment tasks, expectations or marking criteria.
- Make contact with the Education Services Team as soon as possible before or at the beginning of the trimester if a reasonable adjustment is required to support inclusive participation in assessment tasks and learning activities due to disability or additional support needs.
- Make a reasonable attempt in all assessment tasks and submit each in compliance with

the task's requirements and set due date as outlined in the Learning Management System, and any other documentation specific to the task.

- Seek assistance and advice from Student Experience Team if experiencing difficulties in meeting an assessment due date.
- Apply for special consideration if experiencing severe difficulties undertaking or completing an assessment task due to extenuating circumstances.
- Practice academic honesty and integrity by avoiding plagiarism, recycling or resubmitting work, fabricating information, collusion, contract cheating and impersonation, and exam cheating.
- Accept fair, constructive, and timely feedback on assessment tasks, including evaluation of performance and progress in a subject and/or within the course.

7. Assessment Tasks

- 7.1 An assessment strategy is developed for each subject consisting of a series of formative and summative assessment tasks designed to measure knowledge, skills, and application. The overall assessment strategy ensures assessment tasks align with the prescribed learning outcomes.
- 7.2 Formative assessment tasks are scheduled across the trimester to provide students with progressive feedback on their learning and performance. Summative assessment tasks are scheduled towards the end of the trimester to assess a student's knowledge, skills, and application level against the prescribed learning outcomes.
- 7.3 Assessment tasks may include, but not be limited to, examinations, essays, presentations, reports, reflective journals, case studies, practical or simulation tasks, peer assessments and projects. They may also involve individual or group work. For group assessment tasks, it will be assumed that all group members have participated equally unless arrangements have been made to notify the lecturer of participation levels.
- 7.4 Students are given detailed assessment information in the subject outline, which can be accessed via the Learning Management System at the commencement of the trimester. Students must attempt all assessment tasks and submit their work according to the instructions in the Learning Management System.
- 7.5 Students must achieve a final grade of 50% to pass the subject.
- 7.6 Students ensure that assessment documents are correctly uploaded into the Learning Management System before the due date. Students are required to check that the assessment has been uploaded correctly.
- 7.7 Students are responsible for keeping a copy of all assessment work submitted for marking. Students should also keep copies of drafts and intermediary versions of work as these can be used in evidence should disputes arise from academic misconduct allegations.

8. Grade Descriptors

- 8.1 Grades indicate the level of student performance against assessment standards (grade descriptors).
- 8.2 Assessment tasks are marked against a set of assessment criteria to ensure consistency. Subject outlines and marking rubrics detail the criteria and standards that will be used to assess student performance and determine their mark and grade in an assessment task.
- 8.3 The results in each assessment task lead to a final grade indicating a student's overall performance against the prescribed learning outcomes for the subject. Students receive a final mark for the subject as an aggregate of their performance across the series of assessment tasks set for the subject. A final mark is determined on a scale of 0-100 and assigned a respective grade per the Higher Education Grade Descriptors.
- 8.4 The Higher Education Grade Descriptors are provided in Appendix A to this policy.

- 8.5 Final grades will be released to students after ratification by the Grade Review Committee. Final grades for each subject are recorded in the Student Management System and reported on the academic transcript.

9. Publication of Final Results

- 9.1 Assessment practices include constructive and timely feedback to provide students with a measure of progress against prescribed learning outcomes to reinforce learning and to assist in preparation for subsequent assessment tasks.
- 9.2 Assessment and grades will be moderated to ensure that judgments of student performance are consistent, transparent, reliable, and valid.
- 9.3 Assessment moderation is the review of assessment decision-making to ensure consistency in grading, the maintenance of academic standards and equivalency across courses, campus locations and cohorts. Please refer to the Moderation Policy and Process for details about assessment moderation.
- 9.4 Academic teaching staff must record assessment decisions in the Learning Management System within two weeks of the submission due date. Academic staff will report any issues in assessment processes and recommendations for ensuring consistency to the Heads of the School or Academic Course Coordinator.
- 9.5 The Student Experience Team will reconcile the Student Management System to ensure all students enrolled in the subject have received a final grade or, where no final grade has been provided, have received a written explanation for why there is no grade for that particular student.
- 9.6 Assessment results are forwarded to the Head of School and Academic Course Coordinator for review before being tabled at a meeting of the Grade Review Committee to consider any anomalies in results, monitor marker variability and ensure the reliability of the subject assessment strategies.
- 9.7 The Grade Review Committee will meet within three (3) weeks of the end of each trimester to consider any anomalies in results, monitor marking variability and assure the reliability of the subject's assessment strategies. The Committee may decide to ratify the results, moderate the results, or order a remark on an assessment task. Once all results have been ratified, these become the final results (or final grades) for the subject and can be released.
- 9.8 Final results are uploaded into the Student Management System and authorised for release to students. A representative of the Grade Review Committee will present its findings to the Academic Board at the first meeting scheduled after the completion of the trimester.
- 9.9 All final results are made available to students via the Student Management System.
- 9.10 Assessment practices and processes are monitored for quality assurance purposes and actions taken to improve the quality and consistency of assessment as part of a continual improvement process.
- 9.11 Students have the right to request a review of an assessment or grade decision, and to appeal the outcome of a request for review of a mark or grade.
- 9.12 Assessment records are stored electronically in the Student Management System. Official certification and academic result files will be stored permanently to enable re-issue (if required).

10. Record Keeping

- 10.1 Ikon will retain copies of completed student assessment tasks for six months after the end of the trimester. Ikon will retain copies of all examination papers, assessment briefs, marking rubrics and other assessment instructions for two years after the last use.
- 10.2 Records of final grades are stored electronically in the Student Management System maintained by the Student Experience Team. Official academic records will be stored electronically in the Student Management System, including testamur, academic transcript,

and Australian Higher Education Graduation Statement (AHEGS). These records will be held permanently.

- 10.3 More information can be found in the Records Management Policy and the IT Usage and Security Policy.

PROCEDURE

11. Submitting Work for Assessment

Submission Requirements

- 11.1 All assessment tasks have a description, weighting, expected submission format, set due date, and set assessment criteria. This information is detailed in the subject outline and assessment briefs for each subject in the Learning Management System.
- 11.2 If assessments are to be submitted electronically via the Student Learning Management System, submissions will not be accepted via any other means. Assessment work must be submitted by the set due date and time outlined in the Student Learning Management System (or the agreed special consideration or reasonable adjustment date) (see [Applying for Special Consideration](#) and [Late Submission Penalties](#)).
- 11.3 When assessment items are submitted electronically, the date and time the file is submitted on the Learning Management System will be considered the date and time of submission. Some assessments may be larger than usual (e.g., video assessments) and may take longer upload time. It is the student's responsibility to consider the upload time and buffer time to upload large assignments, and ensuring that this is completed before the due date.
- 11.4 An assessment task is considered late when it is submitted after the set due date and time (or the extension date). Late submissions will receive a penalty of 10% per day of the total possible marks for the assessment task for up to ten (10) days after the due date and time for submission (including weekends and public holidays). No marks will be awarded for submitted work:
- more than ten (10) days after the due date,
 - or after the assessment has been returned to the students, whichever is applicable.
- In such an instance, a mark of zero and a result of Fail for the task will be applied.
- 11.5 If there is a word or length limit, a marking lecturer will stop marking and grading an assessment at 10% above the assessment task scope requirements.
- 11.6 Students cannot recycle, reuse or resubmit any assessment work or parts that have already been assessed in a different subject studied. Refer to the [Academic Integrity and Misconduct Policy](#).
- 11.7 All assessments must be uploaded in acceptable formats and utilise appropriate file types acceptable by the Learning Management System indicated in the assessment submission requirements. If students need clarification on the appropriateness of a file type, they must check with the lecturer at least one (1) week before the assessment due date. Any assessment submitted in an unacceptable format will not be considered an acceptable submission, and late penalty may be applied when the correct format is submitted.
- 11.8 It is the student's responsibility to submit the assessment correctly in the Learning Management System. Students are strongly advised to ensure that any submission has been uploaded into the Learning Management System correctly and in an acceptable format. Students are advised to contact the Education Services Team by emailing education@ikon.edu.au by 12:00pm the following business day of the assessment due date if they are unsure about the submission status or if there are any errors in their submission. The email must be titled 'Assessment Submission Issue'. The email must contain the students name, student number, subject code, subject name, assessment number, detailed explanation of the issue, and supporting evidence. Outcome of these matters will be

determined by the Head of School (or nominated delegate) within 5 working days.

- 11.9 Students must also retain an original copy of their work in case the submitted assessment is misplaced or cannot be retrieved electronically.
- 11.10 Students who re-enrol in a subject may not resubmit assessment work, or parts thereof, that were submitted for that subject as part of previous attempts or enrolments.

Online Comparison and Generative AI Detection Software

- 11.11 All assessments must be submitted in an appropriate format for online comparison and generative AI detection software checks to be completed. Online comparison and generative AI detection software provides a similarity report which shows a) percentages of the document that may have been AI generated, b) parts of a document that are similar to content on internal and external databases, c) potential manipulation of text to bypass integrity checks, and d) verification of originality of student work in possible plagiarism, contract cheating and impersonation cases. This similarity report is provided to the student via the Learning Management System and students should review this report prior to an assessment's due date and time. Students do not see reports from generative AI detection software.

12. Examinations

Scheduling Examinations

- 12.1 Examinations scheduled during the trimester as a formative assessment task will be conducted as per the set time and date published in the Learning Management System. Final examinations are held in Exam Week as per the examination timetable published in the Learning Management System

Attendance at Examinations

- 12.2 Attendance at examinations is compulsory. Failure to attend an examination with no satisfactory explanation will result in a mark of zero for the task and may result in a grade of Fail for the subject.
- 12.3 In the event of illness or other extenuating circumstances, students should contact Student Experience at 1300 000 933 or email experience@ikon.edu.au before the examination commences.
- 12.4 Students who are ill on an examination day and can provide medical evidence to support illness may defer or elect to attempt the examination. However, a student must declare diminished capacity due to illness to the Exam Invigilator before the commencement of the examination. Subsequent appeals on the grounds of diminished capacity will only be considered if diminished capacity was declared before the examination commences.
- 12.5 Students who miss an examination should submit an *Application for Special Consideration* within three business days of the examination date, outlining the extenuating circumstances that prevented attendance at the examination as scheduled (see [Extenuating Circumstances](#) and [Applying for Special Consideration](#) for information about how to apply for special consideration for a missed assessment).
- 12.6 Incorrectly reading or misunderstanding the examination timetable will not be accepted as a reason for failure to attend an examination.

Admission to the Examination Room

- 12.7 Students must display their Student Identification Card to enter the examination room. Students will not be admitted if they cannot produce a current and valid student identification card. Student Identification Cards must be face up on the desk for the

duration of the examination. Students must contact the Student Experience Team to replace lost identification cards before the examination date.

- 12.8 On entering the examination room, students must go directly to their seats and follow all reasonable instructions of the Exam Invigilator. Students are only permitted to read or begin their exams once instructed.
- 12.9 No student will be admitted to the examination room 30 minutes after the examination commencement.

Materials in the Examination Room

- 12.10 Students may not have any books, notes, diagrams, programable calculators, dictionaries or electronic devices or materials other than those items which have been specified as permissible for the examination in the subject outline. Any items not listed as permitted in the subject outline are considered prohibited.
- 12.11 Students must refrain from borrowing or lending equipment during the examination.
- 12.12 Students must ensure that any mobile phone is switched off and placed under the examination table. Exam Invigilators will confiscate, for the period of the examination, any mobile phone that is not switched off or causes disturbance in the examination room.

Reading Time

- 12.13 Ten minutes of reading time is provided at the beginning of the examination. During reading time, writing is not permitted. If a student arrives late to an examination, they will not be permitted to enter the examination until reading time has ceased.

Examination Conduct

- 12.14 Students must obey all instructions given by an Exam Invigilator for the proper conduct of the examination.
- 12.15 Students may not communicate with any persons except an Exam Invigilator during an examination. If a student needs to communicate with an Exam Invigilator, they must raise their hand and wait for the Invigilator to attend to them.
- 12.16 Examination misconduct is considered any improper means to obtain or endeavour to obtain assistance in participating or completing an examination, or give or endeavour to give assistance to another student to participate or complete an examination. This includes but is not limited to one or more of the following:
- being in possession of a prohibited item
 - directly or indirectly giving assistance to another student
 - directly or indirectly accepting assistance from another student
 - permitting another student to copy from or otherwise use another student's examination paper
 - using any examination paper of another student
 - copying or removing an examination paper.
- 12.17 Talking, behaving in a disorderly manner, or otherwise disrupting an examination is also considered examination misconduct and is subject to the penalties outlined in misconduct-related policies,
- 12.18 Where a student is alleged to have participated in examination misconduct, the Exam Invigilator will submit a written report to the Head of School, and the allegation will be handled following Ikon's student misconduct-related policies.

Leaving the Examination Room

- 12.19 Students who need to leave the examination room during an examination must notify the

Exam Invigilator. Students will only be re-admitted if they have been under approved supervision during the full period of their absence.

- 12.20 Students who wish to leave the examination early will be permitted to do so after 50% of the total examination time has elapsed.

13. Emergency or Critical Incident During an In-Class Assessment

- 13.1 In case of a fire alarm, or other emergency requiring evacuation during an in-class assessment task or an examination, the assessment task will be suspended immediately, and the assessment supervisor will lock the room on evacuation. All papers and personal effects must remain in the room.
- 13.2 The assessment supervisor will decide whether to resume the assessment following the 'all clear' to return to the classroom based on the circumstances of the emergency or incident. If the assessment is cancelled, the task will be declared invalid, and an alternative assessment will be scheduled as soon as practical.

14. Compassionate, Compelling & Extenuating Circumstances

- 14.1 Where compassionate, compelling, or extenuating circumstances have unfairly disadvantaged a student or had a significant adverse impact that prevented the student from submitting an assessment on time, sitting an examination or substantially affecting their performance in an assessment, special consideration may be granted to enable the student to demonstrate their achievement of learning outcomes.
- 14.2 Compassionate, compelling and extenuating circumstances are short-term, unforeseen and beyond the student's control and which have an impact upon the student's studies or wellbeing. These could include, but are not limited to:
- serious medical condition, illness, injury, or misadventure
 - serious illness or injury of an immediate family or household member
 - bereavement of a partner, close family member, or household member
 - unexpected carer responsibilities
 - unexpected and unavoidable changes to routine employment commitments
 - crisis or trauma such as an accident, crime or being a witness to these experiences
 - major political unrest or natural disaster that requires immediate travel
 - military service or jury service
 - severe disruption to domestic arrangements or homelessness
 - unexpected personal hardship such as severe disruption to domestic arrangements, employment, or finances
 - participation in sporting events at the state, national or international level with an official sporting body
- 14.3 The outcome of extenuating circumstances is special consideration which may result in an extension to the assessment due date, a deferred assessment, an alternative assessment, or an adjustment to an attendance result (see [Applying for Special Consideration](#))
- 14.4 Compassionate, compelling and extenuating circumstances will not be considered where it is reasonable to consider the circumstances could have been prevented, avoided or the impact minimised with reasonable diligence or effort by the student to make alternative arrangements, for example, but not limited to:
- usual or routine work commitment
 - public transport delays
 - usual or routine family commitments

- minor ailments or illness
 - clashes with usual recreational activities
 - travel plans and holidays
 - balancing workloads from other subjects and multiple assessment tasks due in a period
 - lack of knowledge of requirements of academic work or due dates
 - information and communications technology problems.
- 14.5 Students affected by long-term circumstances such as a recurring medical condition should contact the Head of School, via the Student Experience Team, to discuss reasonable adjustments to support active participation in future assessments.

15. Applying for Special Consideration

- 15.1 If a student cannot undertake or complete an assessment due to compassionate, compelling, and extenuating circumstances or circumstances beyond their control, they may be eligible for special consideration.
- 15.2 The outcome of special consideration ensures the student retains a fair and equitable opportunity to demonstrate the achievement of the prescribed learning outcomes and may include an extension to the assessment due date, a deferred assessment, an alternative assessment task or an adjustment to an attendance result.
- 15.3 Students requesting special consideration must lodge an *Application for Special Consideration* form setting out the grounds for the request and attaching at least one or more of the following supporting documents as evidence to support the claim:
- medical certificate or letter from a medical professional (who is not a family member)
 - letter of support from a counsellor, lawyer, or psychologist (who is not a family member)
 - letter from an employer on an official company letterhead
 - letter from a minister of a religion (or the like) or cultural authority on an official letterhead or reference to a religious or cultural calendar
 - death certificate or funeral pamphlet or certificate from a funeral director
 - police report or event number
 - letter from the Department of Defence, Justice, or Emergency Services (or appropriate body)
 - jury notice letter from relevant authority or court summons
 - selection confirmation or letter from the relevant body confirming sporting commitments
 - statutory declaration from people relevant to the circumstances.
- 15.4 Medical certificates and letters of support must include a specific statement that, in their professional opinion, the student is (or was) unable or unfit to complete the assessment as scheduled. The document must also meet the following criteria to be accepted:
- must be issued by a registered medical practitioner, counsellor, lawyer, or psychologist
 - signed on official letterhead and include the provider and their licence or registration number
 - provide reasonable detail about the circumstances and the impact on the student
 - state the length of time the student is unfit or unable to study and/or complete the assessment

- include their contact details and the dates of consultation (and any other relevant activities).
- 15.5 All applications for special consideration will be dealt with confidentially. If the student does not feel comfortable discussing the specifics of their medical condition, the medical certificate or letter must outline the serious impact of the circumstances on the student's ability to study and undertake or complete the assessment, but the specifics may remain confidential.
- 15.6 An *Application for Special Consideration*, completed in full and attaching the relevant supporting documentation, must be lodged with Student Experience via email to experience@ikon.edu.au on or before the assessment due date (Request Date). Applications that are incomplete may not be accepted.
- 15.7 Where an application is being made after the set due date, the application must include an explanation for the delay in lodgement. Late applications will be assessed at the discretion of Ikon, who will exercise judgement in determining where retrospective extenuating considerations may be appropriate.
- 15.8 Applications must clearly demonstrate that it meets the eligibility criteria as identified in this policy. An application for special consideration does not guarantee to grant the request. It is decided based on the application and the evidence supplied.
- 15.9 Student Experience Team or the Head of the School will judge whether extenuating circumstances exist and justify special consideration. Ikon reserves the right to confirm the information provided in an application. It may vary or reverse any decision regarding special consideration based on incorrect or incomplete information. Where there is doubt, clarification will be sought from the Head of the School. The Student Experience team will advise the student of the decision in writing via email one business day before the Request Date and update the Learning Management System accordingly.
- 15.10 Where an application has been denied, the set due date will stand. Standard late penalties apply for late submission without approved special consideration (see [Late Submission Penalties](#)).
- 15.11 Students have the right to appeal a decision for special consideration (see [Appealing an Assessment Decision](#)).
- 15.12 Where a request for special consideration is made by an international student and the decision may affect their course progression or ability to complete their course in the duration recorded in their Confirmation of Enrolment (CoE), Ikon will not report any changes to the Department of Home Affairs until the closure of the appeals window or the appeals process, whichever comes first.
- 15.13 An application for special consideration must be genuine and made with good intent. Submitting a false or misleading application or supporting documentation to gain an academic advantage is considered academic misconduct and is subject to disciplinary action under the *Academic Integrity and Misconduct Policy*.
- 15.14 The application, supporting documentation and decision notice will be stored in the student file.

16. Reasonable Adjustment

- 16.1 Reasonable adjustments are measures or actions taken to provide substantive equality for students with additional learning needs to support their active participation in teaching and learning activities, including assessment tasks.
- 16.2 During enrolment, students identifying as having additional needs must complete an *Application for Reasonable Adjustment* form and attach relevant supporting documentation about the nature of the additional need or disability and the support required. A decision on any adjustment(s) will be made due to a consultative process according to the nature of the disability or additional need. Each student will be interviewed by the Head of School (or their nominee), and advice may be sought from professionals required on the nature of the required adjustment.

- 16.3 More information can be found in the *Reasonable Adjustment Policy* and by contacting the Student Experience team via telephone 1300 000 933 or by mailbox experience@ikon.edu.au.

17. Supplementary Assessment and Conceded Pass

- 17.1 At the end of the trimester, the Grade Review Committee for each School convenes to review all grades. Either before or during the meeting, all students who received a final subject mark between 45% to 49% will be reviewed.
- 17.2 Where final marks are between 48% and 49%, all assessment is reviewed before verifying the grade of "Fail"
- 17.3 After completing the steps in clause 17.2, where final marks are between 45% to 49%, students may be granted an opportunity for a supplementary assessment for a final grade of "Supplementary Pass", or a final grade of 'Conceded Pass'.
- 17.4 A Final Grade of 'Conceded Pass' and a mark of 50% may be awarded by the Academic Board in a single Subject attempted in the Final Study Period of a Course. A Conceded Pass will only be offered where all the following conditions apply:
- The student has achieved a mark of 45%-49% in the subject,
 - Has not failed the subject as a result of a penalty for academic misconduct,
 - The subject does not include placement or is not required for practice under professional accreditation, and
 - An offer of a conceded pass is proposed by the Grade Review Committee and must be presented to the Academic Board for approval.
- 17.5 The opportunity for a supplementary assessment may be granted by the Grade Review Committee if a student has met all the following conditions:
- attempted all the assessments for a subject and recorded a final mark from 45% to 49%,
 - passed at least 50% of the total number of assessments of the subject,
 - has not failed the subject as a result of a penalty for academic misconduct,
 - not failed the same subject before,
 - the subject does not include placement or is not required for practice under professional accreditation, and
 - approved special consideration or reasonable adjustment during the trimester.
- 17.6 A student cannot request a supplementary assessment or a conceded pass. These can only be offered by the Grade Review Committee.
- 17.7 The Education Services Team will inform the student in writing that a Supplementary Assessment has been awarded. The student is responsible for accepting or not undertaking the Supplementary Assessment. If the student chooses not to accept the offer for a Supplementary Assessment, the student will receive a Fail grade.
- 17.8 Supplementary assessment provides students an opportunity to demonstrate a satisfactory level of fundamental knowledge, skills and application to meet the subject's prescribed learning outcomes. This will usually be part or an entire, failed assessment task/s. The assessment must be completed within seven (7) calendar days of the approval, unless decided otherwise by the Grade Review Committee
- 17.9 A student who submits a Supplementary Assessment will be given only one opportunity to complete this assessment. The grading of a Supplementary Assessment is Pass or Fail, based on demonstration of a satisfactory level of fundamental knowledge, skills, and application to meet the subject's prescribed learning outcomes. No marking rubrics or feedback will be provided.
- 17.10 Students who fail a Supplementary Assessment will receive a grade of "Fail" in the subject.

18. Aegrotat Assessment & Posthumous Awards

- 18.1 Aegrotat assessment may be applied to any student who, due to extenuating circumstances, is severely impaired in the successful submission of assessment work to the extent they would be unable to complete the assessment tasks because of permanent disability or incapacitating injury or illness.
- 18.2 Aegrotat grades do not apply if, in the view of the Dean, the provisions of special consideration adequately cover the extenuating circumstances. The Head of School may make a submission on behalf of the student to the Dean. The Dean is required to notify the Academic Board of the aegrotat grade decision and the rationale for the decision.
- 18.3 A Posthumous Coursework Award may be awarded to students who have died while enrolled in the course of study at lkon. In awarding the posthumous award, lkon acknowledges that but for their death, the student would have been expected to complete their studies or the exit point qualification. The Executive Dean is required to notify the Academic Board of the posthumous award and the rationale for the decision.

19. Marking Assessments & Assessment Criteria

- 19.1 lkon uses a criterion-based approach to marking and assessment decisions against set assessment criteria. Where marking requires academic judgement, marking is conducted following rubrics which are provided as part of the assessment briefs available through the Learning Management System.
- 19.2 Except for final summative assessment, all marks and accompanying feedback will be available to students within two weeks of the submission date.
- 19.3 Subject outlines, assessment tasks and marking rubrics are available in the *Assessment Submission* section of each subject in the Learning Management System at the commencement of the trimester.
- 19.4 Constructive feedback will be provided to students about submitted assessment tasks. Full details of assessment methods are supplied in the assessment brief provided to the students at the commencement of study for each subject. It is essential that students thoroughly familiarise themselves with this information which can be accessed via student login to the Learning Management System.

20. Review of an Assessment Grade and Appeal of the Outcome of the Review

- 20.1 Students may request an informal explanation from the marking lecturer of a mark for an assessment task, consistent with the student's right to appropriate and constructive feedback on their performance. Students should email the marking lecturer via the Learning Management System within three business days of the notification to the student of the mark. Please note that marking lecturers cannot amend the original mark and grade awarded.
- 20.2 If students are unsatisfied with the informal explanation provided by the marking lecturer, they may request a formal review of a mark or grade. Students should formally request a mark or grade review with the Head of School by completing and lodging the appropriate form within ten working days from notification to the student of the mark or grade.
- 20.3 Students may lodge a formal request for a review of a mark or grade on the grounds of alleged:
 - Failure to assess work per the assessment criteria specified in the relevant subject outline;
 - Technical marking or mark collation error; or
 - Bias on the part of the marker.
- 20.4 The formal request for review of a mark or grade must:

- Include the student's name, student number and contact details; and
 - State:
 - The grounds for the request for review of a mark or grade;
 - The specific issues to be addressed;
 - Supporting evidence, including examples from the assessment, and
 - The form of resolution sought.
- 20.5 When a formal request is received, an acknowledgement of receipt will be emailed to the student within three working days. After examining the request and any supporting material and other relevant documentation and, if necessary, contacting the student and other relevant parties where appropriate, the Head of School may:
- Proceed with the review of the mark or grade, and carry out the review or appoint an academic staff member to do so on their behalf; or
 - Refuse to take the matter further if there are insufficient grounds for the request.
- 20.6 No review is available regarding a student's mark or grade that has been the subject of a formal moderation process.
- 20.7 The Head of School must, within 10 working days of receipt of the request:
- Determine the request review of a mark or grade; and
 - Notify the student in writing, of their determination, including reasons for the determination and, if appropriate, any remedial action to be taken if the review is upheld.
- 20.8 A student may lodge an appeal against the outcome of a request for review of a mark or grade, by following the processes in the Grievance and Appeals Policy.

21. Publication

- 21.1 This policy will be published in the [Policies & Procedures](#) section of the Ikon website and in the staff and student policies libraries.

Policy Information & History

Policy Category	Academic, Assessment
Policy ID	AS001A
Approved by	Academic Board
Date of Approval	2 May 2025
Endorsed by	Teaching and Learning Committee
Date of Endorsement	21 March 2025
Previous Versions	8 June 2023, 7 September 2022, 14 April 2022, 27 May 2020, 20 February 2017, 1 August 2014, 1 July 2011
Next Review Date	May 2028
Government Legislation	Tertiary Education Quality and Standards Agency Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Higher Education Support Act 2003 National Code 2018 Australian Qualifications Framework
Responsible Officers	Dean
Stakeholders*	Heads of School, Academic Course Coordinator, Lecturers, Education

Services Team, Student Experience Team, Students.

** Stakeholder representatives are consulted in the development and review of this policy.*

Sources

The following documents were considered in developing the resolution framework:

Tertiary Education Quality and Standards Agency (2017). *Guidance Note: Academic Quality Assurance*. <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-academic-quality-assurance>

Tertiary Education Quality and Standards Agency (2019). *Guidance Note: Academic Integrity*. <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-academic-integrity>

Tertiary Education Quality and Standards Agency. (2017). *Guidance Note: Course Design (Including Learning Outcomes and Assessment)*. <https://www.teqsa.gov.au/guides-resources/resources/guidance-notes/guidance-note-course-design-including-learning-outcomes-and-assessment>

Benchmarking

External referencing activities were conducted against comparable providers and best practice using publicly available information, including Western Sydney University, Victoria University, Griffith University, Kaplan Business School, Monash University, Think Group, Cairnmillar Institute, Canberra University and JMC Academy.

Appendix A – Higher Education Grade Descriptors

High Distinction	HD	85–100	High Distinction is awarded for work of outstanding quality in achieving all learning outcomes, together with outstanding integration and understanding of theory and application of skills. Evidence of in-depth research, reading, analysis, and original and creative thought is demonstrated. Language use is outstanding, with minor grammatical, spelling, word choice, and syntax errors. Outstanding use of academic referencing system.
Distinction	D	75–84	Distinction is awarded for work of superior quality in achieving all learning outcomes, together with superior integration and understanding of theory and application of skills. Evidence of in-depth research, reading, analysis, and evaluation is demonstrated. Language use is superior with minor grammatical, spelling, word choice, and syntax errors. Superior use of academic referencing system.
Credit	C	64–74	Credit is awarded for work of above-average quality in achieving all learning outcomes, together with an above-average understanding of theory and application of skills. Evidence of research, reading, and evaluation is demonstrated. Language use is above average with minimal grammatical, spelling, word choice, and syntax errors, above average use of academic referencing system.
Pass	P	50–64	Pass is awarded for work of satisfactory quality in achieving all learning outcomes, together with a satisfactory understanding of theory and application of skills. Evidence of research and reading is demonstrated. Language use is satisfactory, with several grammatical, spelling, word choice, and syntax errors. Satisfactory use of academic referencing system.
Ungraded Pass	UGP		An ungraded Pass is granted when a student can only pass or fail.
Supplementary Pass	SP	50	Supplementary Pass is awarded for the achievement of all learning outcomes specified for the subject to the required standard following a supplementary assessment.
Conceded Pass	CP	45–49	Conceded Passes are only awarded if the result is the final subject before a student is eligible to graduate. The student must show the potential to satisfy the achievement, of course, learning outcomes and an understanding of theory and skill application.
Fail	F	≤49	Fail is awarded for work of unsatisfactory quality in achieving all learning outcomes, an unsatisfactory understanding of theory and application of skills. Minimal evidence of research and reading is demonstrated. Language use is unsatisfactory, with numerous grammatical, spelling, word choice, and syntax errors—unsatisfactory use of academic referencing system.
Incomplete	I		Incomplete may be awarded in a variety of circumstances that are currently affecting the recording of marks against the specified assessment criteria in a subject.
Absent Fail	AF		Absent Fail indicates that a student did not submit or sit any assessment events for a subject, and the student did not formally withdraw from or defer the subject.
Withdrawn Fail	WDF		Withdrawn Fail refers to the withdrawal of the student from a subject, or an entire course, after the census date.
Withdrawn Not Fail	WDNF		Withdrawn Not Failed refers to the withdrawal of the student from a subject or course before the census date.
Advanced Standing	AS		Advanced standing indicates that a student has achieved the assessment requirements for the subject through recognition of an individual's formal and informal prior learning.