Assessment, Moderation and Progress Policy and Procedure

Contents

1 Purpose and scope

This policy and procedure provides a framework for maintaining and enforcing the standards of AIE Institute's assessments, and outlines the procedures for ensuring the implementation of these standards. Specific assessment requirements are contained in the unit outlines. This policy and procedure outlines:

a. Assessment and grades
b. Moderation
c. Student progression
d. Students at risk
e. Academic misconduct.

This policy applies to all members of AIE Institute's higher education community.

2 Objectives

AIE Institute is committed to providing the best possible learning opportunities for students and ensuring that all its students successfully complete the course for which they are enrolled. AIE Institute expects its students to be committed to their learning, including taking responsibility for their academic progress.

Assessment and associated activities are an integral part of the teaching and learning process. AIE Institute is guided by the following principles:

a. **Well-designed assessment:**

   I. Assessment tasks align with unit and course learning outcomes and graduate attributes
   II. A range of assessment types are used, both formative and summative, including alternative assessment methods for students with a disability, where appropriate
   III. Assessments are designed to enable students to receive feedback at an early stage as appropriate to the unit (for example, before or up to Week 5)
   IV. Assessment task weighting is commensurate with the complexity and effort required to complete the task
   V. Scheduling of assessment due dates considers student workload to ensure it is manageable
   VI. Assessments are reviewed prior to their release to students to ensure they reflect good practice

b. **Valid and reliable assessment:**

   I. Assessment moderation is conducted using grading criteria to achieve consistency of outcomes
   II. Assessment grading systems, grading codes and criteria are published
   III. External moderation is utilised to benchmark assessment criteria and outcomes

c. **Timely information:**

   I. Assessment criteria are made available to students early in the semester or at least well prior to the assessment being undertaken
   II. Feedback on assessment is constructive and timely
   III. Penalties for late assessment are published and applied consistently

d. **Fair and equitable treatment:**

   I. Students are treated fairly and equitably
   II. Assessment judgements are made against stated criteria to ensure consistency of assessment outcomes
   III. Mechanisms are in place to identify and monitor student progress

IV. Students are advised of unsatisfactory progress in a timely manner and offered support where necessary
V. Students are made aware of the grievance processes and how to appeal assessment marks and grades
VI. Appeal processes apply the principles of natural justice

e. **Academic integrity and misconduct:**

I. Students are responsible for academic honesty and ensuring that all assessment submitted is their own work
II. Plagiarism is monitored to ensure academic integrity using text matching software such as Turnitin, and Measure of Software Similarity (MOSS) to detect instances of duplicate code
III. Appropriate penalties are in place that are administered fairly.

3 Implementation

Implementation of this policy and procedure is to be carried out by all academic teaching and support staff under the leadership of the relevant Course Coordinator and Academic Director.

4 Procedure

4.1 Assessment

All academic staff ensure that they adhere to this policy and procedure when developing and marking assessment items and providing feedback to students.

4.2 Grading system

Grades are awarded in accordance with Table 1. In order to pass a unit, students must attempt all assessment tasks and achieve an overall pass mark of 50 per cent or higher. The system of grades that apply to learning achievement in assessment tasks and in units of study are **High Distinction** (HD), **Distinction** (D), **Credit** (C), **Pass** (P), **Fail** (F), **Fail Non-Submission** (FNS) and **Withdrawn** (W). Students that have failed a unit may be identified as eligible for a Supplementary Assessment which if passed, may allow them to recieve a final grade of a Conceded Pass (CP).

The grade codes in Table 1 apply to all assessments throughout the higher education courses offered at AIE Institute. The performance descriptors assume that each passing grade incorporates the characteristics of all lower passing grades plus an additional level of achievement.

Table 1. Grade codes and results.

Grade Result	Grade Codes	Grade Performance Descriptor
85 – 100%	High Distinction (HD)	Demonstrates evidence of extended theoretical knowledge, distinctive research and analysis, application of learning in new domains and outstanding ability across the unit learning outcomes
75 – 84%	Distinction (D)	Demonstrates evidence of key theoretical knowledge, integration and evaluation of significant ideas, well developed application of knowledge within the field, and a high level of ability across the unit learning outcomes
65 – 74%	Credit (C)	Demonstrates knowledge of important facts and ideas, insight in research and analysis, good application of knowledge within the field, and good ability across the unit learning outcomes
50 – 64%	Pass (P)	Demonstrates basic knowledge of fundamental concepts, limited research and analysis, essential skills, and satisfactory ability across the unit learning outcomes
50%	Conceded Pass (CP)	Student has passed the unit with a Supplementary assessment
<50%	Fail (F)	Demonstrates limited evidence of relevant learning in relation to unit learning outcomes and has not satisfied the minimum requirements of the unit
<50%	Fail Non-submission (FNS)	Fails due to non-submission of assessment items
	Withdrawn (W)	Withdraws from the unit before the census date

4.3 Assessment tasks

A range of assessment items for each unit are designed that align to the course learning outcomes and graduate attributes, and that assess students' achievement of the learning outcomes and content. Assessment criteria are provided for each unit, and assessment tasks contain the appropriate level of complexity for the year level and reflect an appropriate workload for the unit based on the credit points allocated. Mapping of assessment to learning outcomes, assessment timing and weighting are also provided in each unit outline.

Changes to assessments after the unit commences may only be made under exceptional circumstances and with the Academic Director's approval. Students are notified of the change as soon as possible so that they are not disadvantaged. Significant changes to units must be approved by the Academic Board and recorded in the Feedback and Improvements Register. Significant changes to the course may require a Material Change to be submitted to TEQSA for approval. A full review of assessment is undertaken during the preparation for the renewal of course accreditation application to TEQSA when it is due as outlined in the Course Review Policy and Procedure.

Assessment details are made available to students at the commencement of each semester. Final students' results are published after they have been ratified.

4.3.1 Types of assessment tasks

The following types of assessment tasks are applicable depending on the purpose of the task (i.e. summative or formative) and whether or not the task is undertaken under examination conditions. Methods of assessment are consistent with the learning outcomes being assessed.

4.3.1.1 Summative assessment

All summative assessments should address the learning outcomes listed in the unit outline and are used to determine the final grade for the course. A 10-credit point unit should have a maximum of (4) summative tasks (excluding progressive tasks such as ongoing tutorial assessments), which includes examinations. Normally, no assessment task is weighted at more than 50 per cent of the overall unit weighting.

4.3.1.1.1 Summative non-examination tasks

Assessment tasks designed for completion under non-examination conditions (e.g. assignments throughout a semester of study, projects, major papers, research reports or problem sets) provide information to enable judgement of a student's ability to achieve the learning outcomes of a course.

4.3.1.2 Examinations

Assessments using examination conditions (including invigilated exams and in-class tests) are at a level consistent with the expectations of the course and employ an appropriate range of assessment tools and strategies. There is a second examiner appointed for exam paper review and moderating the exam questions as well as the marking of exam papers. All exam papers are peer reviewed.

4.3.1.3 Formative assessment

Formative assessment tasks, which may include class discussion activities, tutorials, practicals, and online quizzes, allow for feedback on progress towards achieving the learning outcomes of a unit.

4.3.1.4 Supplementary assessments

Supplementary assessments are provided for students when the unit final grade is between 40 - 49% and when all other assessments have been submitted. In some situations, supplementary assessments may be provided for students who have not met submission deadlines due to circumstances out of their control. Students who have failed a unit due to a breach in the Student Code of Conduct in regard to Academic Integrity may not be offered a Supplementary assessment.

4.3.1.5 Group assessments

Normally, a maximum of 35 per cent of the assessment marks for the unit may be allocated as a group mark. However, some units may allocate 100 per cent of assessment to a group project, understanding that individual work is assessed. These units provide a rationale for undertaking all assessments in groups and provide a strategy for assessing individual work within the group. Prior to undertaking group assessment, students must be informed of how the individual marks are determined.

4.3.1.6 Tutorial participation

Tutorials are an important part of the learning process. Students are expected to actively attend and participate in all tutorials.

4.3.2 Assignment referencing and submission

Students are required to use the APA referencing system (unless advised otherwise by teaching staff), when referencing a direct source or paraphrasing other person's work. Students are to use in-text referencing and reference lists to comply with expectations of an academic paper. Students are to complete all assessments in the format specified in the unit outline and include details of their name, unit name, lecturer's name, unit code, student ID and the assessment topic on the Assessment Cover Sheet.

Cover pages for assignments should contain the following information:

a. Student identification number issued by AIE Institute
b. Unit name
c. Lecturer's name
d. Title of assignment
e. Date due.

Students must keep a copy of all assignments submitted for assessment.

Copyright and academic integrity (such as plagiarism) rules apply. AIE Institute sets assessments with the expectation that they are attempted through the individual effort of the student or in groups (with an individual component), as indicated in the unit outline.

Acknowledgement of all sources used in an assignment or work submitted for assessment in any written essay is expected by AIE Institute. It is considered as plagiarism when work is not sourced including the use of Generative AI when not acknowledged. Work that is not completed by a student, yet deliberately submitted as that student's own work, is considered cheating.

The Learning Management System (LMS) contains the following statement for students to accept when submitting assignments:

> *This assignment is my own work, except where I have acknowledged the use of the works of other people and or platforms.*
>
> ***Note:** The LMS is the prime means of notifying students of results. Official Results are not released until they have been through a process of review and approval. I understand the results found on the LMS are unofficial.*

4.3.2.1 Assessment due dates

Students must hand in all assessment items by the due date specified, otherwise penalties may apply.

4.3.2.1.1 Late assignments

Late submissions handed in without prior consultation with the unit lecturer will incur a penalty.

Students receive a 5 percent decrease in the total mark available for everyday the assignment is late, up until 10 calendar days after the due date, at which time the maximum available mark is capped at 50%. In other words, if an assessment is submitted more than 10 calendar days late, the maximum available mark is a Pass.

The exception to this rule is late submission after the end of the semester. In that case, the latest an assessment can be submitted is 10 calendar days after the last day of the semester. Assignments will not be accepted after that date.

If an extension has been granted, then the 5 percent penalty will apply from the extension due date.

4.3.2.1.2 Absent for in-class assessments

Students are expected to be present for all in-class assessments including, but not limited to, mid-semester exams, presentations and practical skills tests. Non-attendance may result in a fail grade for the assessment task. Students must notify the unit lecturer of their intended absence in advance and produce a valid reason in writing. If students encounter extenuating circumstances and cannot notify the lecturer prior to the in-class assessment, they must show cause for special consideration within 48 hours following the assessment task.

4.4 Feedback to students

Feedback may be provided via verbal or written comments from lecturers directly on the assessment, or via the Learning Management System. Feedback should be respectful, timely, and provide suggestions for improvement. Feedback should be consistent with the assessment criteria so that students understand how marks have been allocated and how they could improve next time. Feedback on summative assessment should be provided to students within 2 weeks of the due date for the assessment item, or at least 2 weeks prior to the next assessment item due date. All feedback for the semester should be provided to students before the final examination.

4.5 Examination rules and procedures

4.5.1 Attendance at examinations

Students are required to attend all examinations. Students receive a fail for an examination unless they produce evidence of a valid written reason for being absent, such as a doctor's certificate for illness, or

other evidence of an event that was beyond their control. Ongoing attendance issues may need to be considered by the Academic Director by way of interview with the student, to determine if any disciplinary action or other measures should be considered by the Teaching and Learning Committee.

4.5.2 Admission to the examination room

Students are to be respectful of other students upon entering the exam room, go directly to their seats and present their Student ID. Students are not permitted to enter the exam room 15 minutes or later after the commencement of the exam.

4.5.3 Conduct of students

Communication between students during an examination is not permitted. A student should raise their hand to clarify a question on the examination during perusal time. Any student found cheating or disrupting other students is required to leave the room and forfeit the chance of completing their examination. Disciplinary action is determined by the Academic Director.

4.5.4 Material or equipment in the examination room

Students are permitted to take the following items into the exam room:

a. Bottles of water
b. Pens, pencils and erasers
c. Other items necessary to complete the exam as specified on the exam paper.

Students are not permitted to take the following items into the exam room:

a. Bags, which are to be left with the supervisor
b. Electronic devices, including phones and devices that connect directly or indirectly to the internet, unless they are required for the exam.

4.5.5 Leaving the examination room

Students may leave the exam room upon completing their exam, but no earlier than 30 minutes before the stated end time.

4.5.6 Deferred examination

A student can request to defer examinations due to illness or other serious extenuating circumstances. Requests need to be made in writing to the Academic Director. If the request is approved, the Academic Director notifies the student of the deferred examination date.

4.5.7 Special consideration

A student may apply for special consideration if they fall ill during an examination and need to leave early or have been ill prior to the examination. Other unforeseen circumstances that may affect a student's results, such as a death in the family, may also be grounds for special consideration. Written evidence must accompany an application for special consideration, such as a medical certificate, death certificate or other evidence.

4.6 Moderation

The Academic Board is responsible for oversight of moderation of assessment. The Academic Director is responsible for ensuring that moderation processes are implemented.

Moderation is required for summative assessments and grades as a quality assurance strategy to ensure the consistency, reliability and validity of assessments. Moderation activities should include all academic staff involved in the marking of the unit.

Effective moderation requires:

a. That the objectives of the assessment item and the marking criteria are explicit and clear for both students and markers
b. That clear, well-understood marking guides are used
c. Feedback on marking is provided to academic staff in a timely manner.

Moderation activities occur each semester for all higher education units offered. Collaborative activities occur throughout the semester to ensure that effective and consistent assessment occurs. At the commencement of each semester, the Academic Director meets with teaching staff to discuss assessment expectations. A second examiner is assigned to every unit at the beginning of the semester in case a student requests a re-mark. Any new academic staff are provided with exemplars of students' work from previous semesters, where possible, so that marking expectations are well understood.

A moderation schedule determines the assessment items that are cross-marked internally and externally. A sample of written assessments are cross-marked. The Academic Director should monitor consistency of marking and propose improvements/solutions that minimise the risk of inconsistency.

4.6.1 Moderation meetings

The Teaching and Learning Committee meet as a committee of examiners at the end of each semester to moderate assessments. Lecturers must submit assessment results in an approved form to the Academic Director, who checks all results and investigates reasons for any student who does not have a result. Items for discussion at the meeting include any major discrepancies arising from cross-marking (differences of more than 10 per cent between the original mark and the cross-marked item). Borderline grades are also discussed to determine whether supplementary assessments are warranted or conducting a re-assessment is appropriate.

The Teaching and Learning Committee ratifies the assessment results and grades for publication. A Moderation Report from the meeting is prepared for the Academic Board.

Students receive all results online through the Learning Management System or Student Management System.

4.7 Appeals against marks or grades

Students can request a review of a mark or grade if they believe that an error has been made, or if they believe that the assessment has been unjustly marked. The student should discuss the issue with the relevant lecturer in the first instance and request a review of the mark. The re-mark will be undertaken by the second examiner appointed at the commencement of the semester.

If this does not resolve the issue, then the following formal processes occurs:

a. The student should submit a formal request for a re-mark to the lecturer. Another academic with appropriate expertise is requested to mark the assessment, and the new mark applied (even if it is less than the original mark)
b. If this does not resolve the issue, then the student may continue the grievance process in accordance with *Student Grievance Policy and Procedure*.

Members of staff involved should keep records of such discussions, including outcomes, for record keeping purposes.

4.8 Students at risk of unsatisfactory progress

Students are responsible for:

a. Their own learning and making satisfactory academic progress
b. Using assessment criteria when completing assessment tasks

c. Taking note of assessment feedback to improve results
d. Undertaking good study habits to achieve learning outcomes
e. Attending classes to meet the attendance requirements
f. Submitting assessment by due dates
g. Attending examinations
h. Notifying staff and seeking help if extenuating circumstances arise.

Extra support in the form of peer support and reasonable adjustment of learning, as outlined in *Student Support Policy and Procedure* and identified by the Teaching and Learning Committee, is provided for students who are Aboriginal and Torres Strait Islander peoples or classified as one of the equity subgroups below:

a. People from lower socio-economic backgrounds
b. People with disability
c. People from remote, rural or isolated areas
d. Gender, especially women in the Game Programming specialisation.

The transition and progress of all students at risk is monitored through LMS and SMS reports on course participation and progress.

4.8.1 Monitoring progress

The Academic Director is responsible for managing student progress. The Academic Board has responsibility for oversight of student progress. AIE Institute is committed to monitoring student progress and ensuring that students who are potentially 'at risk' of unsatisfactory progress are identified, monitored and offered support. Course progress is monitored and recorded periodically (during semester) and after publication of grades for the semester. Course progress monitoring of all students, including international students, is in accordance with Standard 8.8 of the *National Code 2018*.

4.8.1.1 Mechanisms

AIE Institute uses a number of mechanisms to notify and assist students at risk of unsatisfactory progress where there is evidence from the student's assessment tasks, participation in teaching and learning activities or other indicators of academic progress that the student is at risk of not progressing satisfactorily. The following mechanisms are used:

a. Providing entry processes that are fair and robust
b. Monitoring the progress of under-represented groups, such as Aboriginal and Torres Strait Islander peoples or other minority groups
c. Monitoring and recording the attendance and course progress of domestic and international students
d. Outlining course progress requirements for students
e. Formative and summative assessments to identify issues early
f. Identifying, monitoring, reviewing students at risk using a Students at Risk Register, including:
    I. Determining the point at which a domestic or international student has failed to meet satisfactory course progress
    II. Tracking extensions and supplementary assessments
g. Using the Student at Risk Registers to determine strategies to improve student progress
h. Liaising with students regarding unsatisfactory progress
i. Providing support and assistance to students
j. Ensuring decision-making is transparent and fair
k. Regular staff meetings to discuss students at risk
l. Regular reviews of student cohorts via data collection and analysis of student attrition and progress rates using Student Retention Templates.

4.8.1.2 At risk identification

Student Administration will prepare Course Progress Reports periodically during the semester typically at week 6, week 9 and after publication of grades. The reports will be provided to the Course Convenor, Academic Director and Academic Board. The Course Convenor must report on student progress (or lack of progress) to the Academic Board within 5 working days of the Course Progress Reports being finalised. In addition, student administration will monitor attendance for international students weekly, through weekly attendance reports generated by the student management system. Student's who have not attended lectures or tutorials for a week, will be contacted with a phone call, text or email the following week. Lecturers and Tutors will also report any student they believe may be at risk to the Head of School and Course Convenor as soon as practicable.

If a student is identified as at risk of making unsatisfactory progress, they are notified by Student Administration in writing that they have been placed on the Students at Risk Register. Students will also be advised on further actions required. International students will be advised that they are responsible to maintain course progress and attendance requirements as part of their visa requirements.

A student is considered 'at risk' of making unsatisfactory academic progress in a course if they:

a. Have not met the standard entry requirements and have entered the course under an alternate pathway, such as by portfolio
b. Fail an assessment or fail a unit
c. Fail an assessment or unit more than once
d. Allow their grade point average to fall below a pass grade
e. Do not meet attendance requirements:
    I. Set at minimum of 80 per cent for a full-time face-to-face course for both domestic and international students
    II. At least one unit that is face-to-face in each study period for international students, if online or distance learning is offered, unless the international student is completing the last unit of their course
f. Will not complete the course within the maximum timeframe specified.

4.8.1.3 Risk status

AIE Institute uses 4 Risk Status levels to identify and determine support strategies. Students potentially 'at risk' are placed on the Students at Risk Register and monitored from the commencement of their course or from the time of being considered 'at risk'. Students on the Students at Risk Register are encouraged to consult with Student Support Services to undertake support activities outlined by the Course Convenor. Table 2 outlines the 4 Risk Status levels, the risk indicators, actions to be taken and action timeframes.

Table 2. Risk status levels.

Risk Status	Indicators	Actions	Action Timeframes
1	Alternate entry pathway to course	Placed on the Students at Risk register Student encouraged to consult with Student Support Services to undertake support activities outlined by the Course Convenor Academic progress and attendance monitored	From course commencement At orientation Academic Progress and attendance typically monitored at week 6, week

Table 2. Risk status levels.

Risk Status	Indicators	Actions	Action Timeframes
			9 and after publication of grades
2	Fails an assessment	Student placed on the Students Risk Register and an appointment made with the Course Convenor for an interview to put in place a Support Plan	The census date of the consecutive semester
	International students not attending class for a week.	Campus administration to contact the student and determine what support is needed	Within 5 working days
	Domestic students not maintaining attendance requirements		Monitored at week 6, week 9 and after publication of grades,
3	Grade point average (GPA) falls below a pass grade of 4; fails more than 50% of units attempted within a semester; fails a unit more than once	Academic Director writes to students who have a risk status of 3 and advise they have been placed on probation and must sign and agree to an Intervention Strategy. The student is placed on probation and an interview scheduled with the Academic Director or Course Convenor to develop an Intervention Strategy.	Within 5 working days of receipt of the Course Progress Report from the Course Convenor or if after publication of grades, prior to census date of the consecutive semester
4	GPA remains below a pass grade of 4 for two semesters	Show cause notice issued by Academic Board. The student is informed in writing that they are at the stage of being considered for possible exclusion and have 5 working days from the date of notification to make a written submission providing reasons (with evidence), why they should not be excluded from the course.	Within 5 working days of the publication of grades for the 2nd semester.
		Receive written submission by Student	The student has 5 working days from the date of notification to make a written submission providing reasons (with evidence), why they should not be excluded from the course.
		Interview with Academic Director and Course Convenor to determine an intervention strategy or course exclusion.	Within 5 working days of the publication of grades at the end of the semester. The process is timed to ensure exclusion decisions are made prior to census

Table 2. Risk status levels.

Risk Status	Indicators	Actions	Action Timeframes
			date for the consecutive semester.

4.8.1.4 Unsatisfactory progress

Students are deemed as making 'unsatisfactory progress' if:

a. They fail a unit more than once
b. Their grade point average (GPA) falls below a pass grade of 4
c. They fail more than 50 per cent of units attempted within a semester.

4.8.1.4.1 Domestic FEE-HELP students

Students at Risk Status 3 with a GPA below 4 who do not maintain a minimum pass grade may become ineligible for FEE-HELP, which may affect future enrolment. Students who do not maintain a minimum pass grade may be asked to consider part-time enrolment, where applicable, as an intervention strategy. Students with a Risk Status of 2 or above are referred to the Course Convenor to discuss and develop student support options.

4.8.1.4.2 International students

AIE Institute assists international students through an intervention strategy if they are not achieving satisfactory course progress. The intervention strategy identifies, notifies and assists international students who have been absent for more than 5 consecutive days without approval, or who are at risk of not meeting attendance requirements before their attendance drops below 80 per cent. The intent of contacting these international students is to find out why they have been absent and to see what support services may be offered.

Any international student at risk of unsatisfactory progress is reviewed to determine if they are able to complete the course within the expected duration stated on the Confirmation of Enrolment (CoE), to ensure that potential extensions of course duration are in accordance with Standard 8.16.2 of the *National Code 2018*.

In accordance with Standard 8.13 of the *National Code 2018*, if an international student is deemed as making 'unsatisfactory progress' or 'unsatisfactory course attendance', they must be given a written notice as soon as practicable which:

8.13.1 notifies the overseas student that the registered provider intends to report the overseas student for unsatisfactory course progress or unsatisfactory course attendance

8.13.2 informs the overseas student of the reasons for the intention to report

8.13.3 advises the overseas student of their right to access the registered provider's complaints and appeals process, in accordance with Standard 10 (Complaints and appeals), within 20 working days.

AIE Institute will advise an international student within 10 working days of their right to access an external appeals process if the student is not satisfied with the outcome of the internal complaints and appeals process. AIE Institute will also provide contact details of how to access the external appeals process as outlined in the *Student Grievance Policy and Procedure*.

Unsatisfactory progress or attendance must be reported in the Provider Registration and International Student Management System (PRISMS) in accordance with Standard 8.14 of the *National Code 2018*, only if:

a. The internal and external complaints processes have been completed and the breach has been upheld

b. The international student has chosen not to access the internal complaints and appeals process within the 20 working day period
c. The international student has chosen not to access the external complaints and appeals process
d. The international student withdraws from the internal or external appeals process by notifying AIE Institute in writing.

The Academic Director can extend the international student's enrolment if:

a. It has assessed that there are compassionate or compelling circumstances and there is evidence to support this assessment
b. It has implemented, or is in the process of implementing, an intervention strategy for the international student who is at risk of not meeting course progress requirements
c. An approved deferral or suspension of the international student's enrolment has occurred.

If AIE Institute extends the duration of an international student's enrolment and the student's visa is set to expire prior to completion of the course, the student should apply for a new student visa (subclass 500) to complete their study. More information about the student visa (subclass 500) is available on the Department of Home Affairs website.

The Academic Director uses their professional judgement to assess compassionate or compelling circumstances for each case on its individual merits and considers documentary evidence provided to support the claim. They should keep copies of these documents in the international student's file in accordance with *Records Management Policy and Procedure*. 'Compassionate or compelling' circumstances are generally those beyond the control of the international student and which have an impact upon the international student's course progress or wellbeing. These could include, but are not limited to:

a. Serious illness or injury, where a medical certificate states that the international student was unable to attend classes
b. Bereavement of close family members, such as parents or grandparents (where possible a death certificate should be provided)
c. Major political upheaval or natural disaster in the home country requiring emergency travel which has impacted on the international student's studies
d. A traumatic experience, which could include:
    I. Involvement in, or witnessing of a serious accident
    II. Witnessing or being the victim of a serious crime, which has impacted on the international student (these cases should be supported by police or psychologists' reports)
e. Where the registered provider was unable to offer a pre-requisite unit, or the international student has failed a prerequisite unit and therefore faces a shortage of relevant units for which they are eligible to enrol.

4.8.1.5 Student progress reporting

AIE Institute collects and monitors the following data for reporting to the Academic Board:

a. The number of units passed and specified by AIE Institute as the minimum for a defined period
b. Compulsory units and professional experience (if indicated in unit outline and course requirements) that have been completed at the appropriate standard
c. Student attendance at compulsory teaching and assessment components of a unit
d. The number of fail grades for each unit
e. Significant negative variations in a student's academic performance
f. Progress reports for individual students considered to be at risk and those deemed to have made 'unsatisfactory progress'
g. Progress reports of student cohorts, including under-represented groups, such as Aboriginal and Torres Strait Islander peoples, and domestic and international students

h. Progress reports for each course
i. Any other progress issues that are observed.

Each semester, student attrition and progress data is collected and analysed using Student Retention Templates and mechanisms within the Student Management System (SMS) to record and track student progress. The Student Retention Templates provide a means of analysing student attrition and progress via various cohorts and entry pathways to provide rich data to assist with improving student retention. Outcomes are reported to the Academic Board, together with any recommendations for improvement.

4.8.1.6 Interventions and support

Support mechanisms are offered by AIE Institute to give students every opportunity of successfully completing the course. *Student Support Policy and Procedure* outlines the areas of assistance that are offered, including counselling.

Support and interventions are undertaken as soon as possible to assist students. Remedies include:

a. Meeting with the student to discuss their progress and develop an agreed Support Plan or Intervention Strategy
b. Assignment extensions of due date of up to 2 weeks
c. Academic, counselling or English language support
d. Peer-support through the Guided Peer Support Program
e. Other support, including referral to external support.

4.8.1.7 Further action: probation and show cause

4.8.1.7.1 Risk Status 3

Prior to census date for the consecutive semester, the Academic Director writes to students who have a risk status of 3 and advise they have been placed on probation and must sign and agree to an Intervention Strategy. Students are afforded the opportunity to respond with evidence to demonstrate why they should not be placed on probation. Students with a risk status of 3 are reported to the Academic Board as having made 'unsatisfactory progress', and if the student does not agree to sign an Intervention Strategy, they are elevated to Risk Status 4.

4.8.1.7.2 Risk Status 4

Students with a risk status of 4 have continued to make 'unsatisfactory progress' in a second consecutive semester. After publication of grades for the semester, the Academic Board asks the student to show cause as to why they should not be excluded from their course of study. The student is informed in writing that they are at the stage of being considered for possible exclusion and have 5 working days from the date of notification to make a written submission providing reasons (with evidence), why they should not be excluded from the course.

The Academic Board considers the student's response to the show cause request and consider all evidence provided by the student. This will include whether the circumstances outlined were outside the student's control, such as: health issues, unexpected family or employment issues, or any other unexpected event that could have affected previously satisfactory work. The process is timed to ensure exclusion decisions are made prior to census date for the consecutive semester.

The Chair of the Academic Board shall provide the Academic Director with a list of students at Risk Status 4 whose progress was deemed unsatisfactory and:

a. Whose unsatisfactory progress should not be recorded or result in exclusion from the course
b. Whose unsatisfactory progress should be recorded but not result in exclusion from the course
c. Whose unsatisfactory progress should be recorded and result in exclusion from the course.

The Academic Director writes to students on the list, advising them of the outcome of the show cause action. The Academic Director advises students about the procedures for appealing the Academic Board's decision and advises that the principles of natural justice apply.

Should the outcome of the show cause action result in a decision to cancel an international student's enrolment , the international student will be advised of the right to appeal through AIE Institute's internal complaints and appeals process within 20 working days. International students will also be advised of the need to contact Immigration regarding the potential impact on their student visa.

The Academic Director implements the decision of the Academic Board, unless an appeal has been lodged within the required timeframe. Exclusion from the course is finalised once:

a. The appeal period has expired
b. The appeals or complaints process has been finalised for any submissions that have been lodged within the advised timeframe. Student must provide evidence of an appeal or complaint submission within the specified timeframe
c. The external appeals process for international student visa holders has been finalised for any submissions that have been lodged within the advised timeframe. Student must provide evidence of lodgement within the specified timeframe.

AIE Institute will immediately implement any decision or recommendation in favour of the overseas student through the internal or external appeals process.

AIE Institute will immediately implement the decision or recommendations and/or take the preventative or corrective action required by the outcomes of the external complaints handling or appeals process and notify the overseas student of the outcome.

A student who has been excluded from a course may apply for re-admission to that course or another course in accordance with AIE Institute's *Admissions Policy and Procedure*.

4.9 Appeals

If a student is not satisfied with a decision, they may seek an appeal as outlined in the *Student Grievance Policy and Procedure*.

5 Definitions

Academic Integrity refers to the values of honesty, trust, fairness, respect and responsibility in all academic endeavours, including preparing and presenting work for assessment as part of degree coursework or research.

At risk means potentially not successfully progressing through a course of study and therefore not graduating from the course.

Assessment is a process used to determine student's achievement of expected learning outcomes and may include a range of written, oral and practical methods. It also includes gathering information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of educational experiences; and it culminates when assessment results are used to improve student learning.

Assessment criteria are specific student learning outcomes for assessment tasks.

Assessment exemplars are prime examples of what level of work constitutes a specific grade, such as the prime example of a Pass or Credit.

Assessment moderation is the process for ensuring consistency of assessment marking across and within units and courses.

Benchmarking is recognised as a means by which an entity can: demonstrate accountability to stakeholders; improve networking and collaborative relationships; generate management information; develop an increased understanding of practice, process or performance and garner insights into how improvements might be made. In the context of course accreditation, benchmarking involves comparing performance outcomes and/or processes of similar courses of study delivered by other providers. 'Internal benchmarking' against other relevant courses offered by the provider may also be undertaken.

Course is a single course of study leading to an Australian higher education award.

Credit points are the value assigned to each unit. Students must complete the required number of credit points to be awarded a qualification. For example, for a 10 credit point value per unit, students must complete 240 credit points to be awarded with a three year Bachelor degree.

Cross-marking is the process whereby another lecturer or other academic personnel marks the same piece of assessment, without knowing the student or the mark given by the first lecturer. It is a method of determining equivalence of assessment outcomes.

ESOS Act means the *Education Services for Overseas Students Act* 2000.

Exclusion is the cancellation of a student's enrolment in a course. The student may re-apply for entry into a course after a period of 12 months or as determined by the Academic Board.

Formative assessment is any assessment which is used to provide students with feedback about their progress throughout the semester.

Generative Artificial Intelligence (AI) describes algorithms (i.e. ChatGPT, MS Co-Pilot) that can be used to produce new content including text, images, 2d & 3d models and videos.

GPA means grade point average.

International student means a person (whether within or outside Australia) who holds a student visa as defined by the ESOS Act, but does not include students of a kind prescribed in the ESOS Regulations.

Learning Management System (LMS) is an online portal for classrooms, with features for trainers and students to view assignments, grades, and access learning materials.

Learning outcomes are the expression of the set of knowledge, skills (both cognitive and physical) and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Moderation has several stages, such as:

a. Planning to ensure consistency of marking by familiarising markers with marking processes
b. Review during marking before marks or grades are finalised by checking or verification of assessment results by a properly qualified person or committee
c. Post marking review to determine if improvements can be made to marking for the next term.

National Code 2018 is the *National Code of Practice for Providers of Education and Training to Overseas Students 2018* established under the *Education Services for Overseas Students (ESOS) Act 2000*.

Natural justice is the principles of natural justice that decision makers under this policy must follow and can be broadly summarized as follows:

a. All parties to the matter(s) in dispute, including respondent(s), shall have a right to be heard before a decision is made, including the right to respond to any statements or evidence that may prejudice their case.
b. All relevant submissions, information and evidence to be considered by the decision-maker should be disclosed, where requested, to all parties to the complaint prior to the hearing. Matters that are not relevant shall not be taken into account by the decision-maker.

c. The decision maker/s shall not be biased or appear to be biased (by a reasonable and informed bystander) nor have a vested interest or personal involvement in the matter being considered.

In addition to these principles of natural justice, there should be no undue delay in responding to complaints or appeals and all parties to such matters under this policy shall have the right to a representative of their choice, other than a currently practising solicitor or barrister (except in extraordinary circumstances at a hearing with the prior leave of the Chair).

Overseas student see international student.

Plagiarism is using another person's ideas, designs, words or works without appropriate acknowledgement.

PRISMS is the Provider Registration and International Student Management System (PRISMS) used to process information given to the Secretary of the Department of Education and Training by registered providers.

Probation refers to students at Risk Status 3 whose GPA has fallen below the pass grade of 4 or other unsatisfactory progress as defined in the policy and procedure.

Progression rules means the progression rates and progression requirements approved by the Academic Board.

Second examiner is the academic appointed to a unit at the commencement of a semester, who is qualified to undertake a re-mark of assessment if requested by a student.

Special consideration means the provisions in these procedures that may allow a student to apply for supplementary assessment or some other form of consideration in situations where it can be demonstrated that assessment has been affected by some situation or circumstance beyond the student's control.

Student identification number means the student number issued to each student that is generated from AIE Institute's Student Management System.

Student Management System (SMS) is a student information and management software that manages all the day-to-day operations of a training or higher education organisation.

Students at Risk Register is the mechanism to record students at risk of unsatisfactory progress and monitor progress.

Summative assessment is any assessment used to calculate the final grade.

Unit is a discrete unit of study, where a combination of units make up a course of study.

Unsatisfactory Progress is defined as: failing a unit more than once; achieving a grade point average (GPA) below a pass grade of 4; failing more than 50 per cent of units attempted within a semester.

6 Related documents

The following policies and procedures are related to this policy:

a. Academic Honesty and Misconduct Policy and Procedure
b. Diversity, Equity and Fair Treatment Policy and Procedure
c. English Language Proficiency Policy and Procedure
d. Intellectual Inquiry and Academic Freedom Policy and Procedure
e. Records Management Policy and Procedure
f. Student Code of Conduct
g. Student Grievance Policy and Procedure
h. Student Handbook

i. Student Support Policy and Procedure.

Other documents:

a. National Code of Practice for Providers of Education and Training to Overseas Students 2018 (National Code 2018)
b. Student Retention Templates
c. Students at Risk Register.

7 Review

Three years from commencement.

8 Accountabilities

The Academic Board is responsible for review and approval of this policy.

AIE Institute is responsible for distribution to students and the Institute's higher education community via the website and other publications.