Policy Title: **Curriculum Delivery and Assessment**

Policy Owner: **Pro-Vice-Chancellor (Education)**

Keywords: **Graduate Attributes Courses Units Assessment Examination**

Policy Code: **PL244 [ac093]**

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1. INTENT

This policy informs staff of the approaches and principles to be applied in the delivery of curriculum items at ECU.

2. ORGANISATIONAL SCOPE

This policy applies to all staff involved in the delivery of all Higher Education courses and units. It does not apply to VET courses.

3. DEFINITIONS

TERM	DEFINITION
Course	A program of study necessary to qualify for an award of the University.
CAPS	Curriculum Approval and Publication System
ICT	Information and Communication Technology
Licensed courses	These courses involve partner institutions who deliver programs that comprise units under license from ECU. The students are not enrolled with ECU but students gain credit for units passed upon enrolment in ECU.
Managed courses	These are ECU course delivered by ECU partners. Students are enrolled in ECU courses and units are usually delivered in online locations.
OESS	Online Examination Submission System
Unit	A unit of study or unit of competency.

TERM	DEFINITION
Partner Teacher	A teacher at the partner institution teaching an ECU unit.

4. POLICY CONTENT

This policy mandates the various elements to be addressed in the design and development of courses and units at ECU, so that they reflect the ECU Curriculum Framework and to ensure quality learning and teaching outcomes.

4.1 ECU Courses

a. All curricula at ECU will be designed in compliance with the ECU Curriculum Framework. The ECU Curriculum Framework describes three principles as characteristic of all ECU courses:

  i. an employability orientation;

  ii. a student-focused environment; and

  iii. learning-centred teaching.

b. The ECU Curriculum Framework identifies the following attributes as those that form an integral part of course and unit planning. ECU courses are designed with:

  i. clearly articulated course level learning outcomes;

  ii. unit learning outcomes clearly aligned to the course level learning outcomes;

  iii. assessment approaches that support quality learning and teaching;

  iv. a supportive student environment;

  v. the development of graduate attributes that enhance personal development and employability;

  vi. engagement with community stakeholders;

  vii. opportunities for work-integrated learning;

  viii. teaching informed by research;

  ix. opportunities for the development and enhancement of students' English language proficiency;

  x. the appropriate development of numeracy skills; and

  xi. opportunities to ensure the development of students' international and global outlooks.

c. The ECU Curriculum Framework further identifies the following attributes as those that will form an integral part of course and unit delivery:

  i. active consideration for the needs of students in their first year;

  ii. the use of technologies to support and enhance learning;

  iii. flexible and active modes of learning;

iv.   recognition of the diversity in the student cohort; and

v.   support for the transition to work.

4.2   The ECU Curriculum

The learning environments in ECU courses will demonstrate the following principles to enhance students' learning, progression and retention (Kift, 2009).

a.   strategies to assist students' transition from their previous educational experience to that of university;

b.   recognition and actions to cater for diversity in the cohort;

c.   a learner-centred curriculum designed to provide the foundation for learning success enabling student transition through the curriculum;

d.   active and engaged learning experiences that support and enhance students learning;

e.   assessment practices described with clear expectations and supported by early and formative feedback; and

f.   Monitoring and evaluation of student engagement and outcomes to enable timely interventions where appropriate.

4.3   Assessment

Assessment practices at ECU are designed to facilitate quality learning. The following principles will guide the assessment practices at ECU:

a.   assessment is placed at the centre of subject and program design and used to support student learning which is productive and relevant;

b.   assessment will align the learning outcomes, content, and learning and teaching approaches at the unit and course levels;

c.   assessment will be fair and equitable and will provide inclusive and trustworthy representations of student achievement;

d.   assessment will reflect rigorous academic standards and be based on pre-determined and clearly articulated criteria, standards and weightings;

e.   assessment will provide timely and meaningful, formative and summative feedback to students;

f.   feedback will be used to actively improve student learning; and

g.   particular attention will be paid to induct first year students into the assessment practices and cultures of higher education.

4.4   Setting Assessment Items

a.   Students must be informed in either written or electronic form at the first major contact of the unit objectives, content, resources and assessment,

or no later than the second major contact in cases where assessment methods and practices are to be finalised after consultation with enrolled students.

b. Students must be advised in the unit outline of how all marks and grades are to be determined between assessment items.

c. For each assessment, students will be informed of the marking criteria and relative allocation of marks for each criterion.

d. No change can be made to assessment methods and/or the content of assessment, after the distribution of the unit outline, without consultation with students and approval from the Associate Dean (Teaching and Learning) (AD (TL). All students must be informed in writing or electronically if changes are made.

e. Participation in class activities may be a component of assessment.

f. Attendance may not be a component of assessment for Higher Education students, but may be an assessment item for VET students.

g. At least one assessment item should be completed and returned to students before the census date in the teaching period, if possible.

h. All assignments must be submitted with the approved University Assignment Cover Sheet attached to this policy.

i. Reasonable accommodation must be made for students with a disability in accordance with the Curriculum Planning and Development Policy.

j. Students are normally permitted to use a bilingual dictionary in all assessments, including examinations. In assessments where bilingual dictionaries are not permitted, students must be informed in advance.

4.5 Assessment Involving Examinations

a. The University conducts authorised examinations on behalf of schools for official University assessment during specified periods at the end of each offering period.

b. Examination papers will be based on the learning outcomes and content described in the approved unit outline, which is contained in CAPS.

c. All examination papers must differ by a minimum of 25% from any paper previously used in that unit

d. Students will be advised of the structure of any exam and provided with sample questions, answers and marking keys, but not the contents of the examination paper.

e. The preparation, submission, review and approval of examination papers must be done in compliance with the Section 4.5 below of this policy (Submission of Examination Papers).

f. Examination scripts remain the property of the University and will be kept in accordance with the University Retention and Disposal Schedule.

g. All used and unused examination papers will be returned to the examiner for secure disposal.

h. A student who wishes to defer an examination must apply in accordance with *Admission, Enrolment and Academic Progress Rule* 4.7.

4.6 Tests

Tests may be conducted at other times by the School, subject to the following conditions:

a. The unit outline must inform students about the intention to conduct such a test. Information about the date, time and place of the test must be made available to students as early as possible in the offering period;

b. The time for a test held during one of the normal teaching periods will not exceed the normal teaching time;

c. No student is to be disadvantaged by the timing of a test and the test must not clash with other required classes; and

d. Alternative arrangements must be made for the conduct of the test for students with special needs in compliance with University policy.

4.7 Submission of Assessments

ECU encourages the electronic submission of assignments, therefore where possible and practical students should be able to submit assessment items electronically.

a. All assessment submissions will include a signed Assessment Cover Sheet, Attachment 1 to this policy.

b. A student who wishes to defer an assessment other than an exam, must apply to the lecturer of the relevant unit for an extension of the time within which to submit the assignment. The application must be in writing and must set out the grounds on which deferral is sought.

c. Subject to the student having followed the process described at 4.4 (ii) above, an assignment submitted after the fixed or extended time for submission will incur a penalty to be calculated as follows for higher education students.

d. Where the assignment is submitted not more than 5 working days late, the penalty will, for each working day that it is late, be 5% of the maximum assessment available for the assignment.

e. Where the assignment is more than 5 working days late, a mark of zero will be awarded.

f.   For VET students, a grade of NC (Not yet competent) may be applied in the event an assignment is submitted after the fixed or extended time for submission.

4.8 Marking and Return of Assessments

a.   The turnaround time for assessments should be ten working days or less.

b.   Any increase in turnaround time for assessments requires the approval of the AD (TL) or Program Director and students must be advised of the increased turnaround period.

c.   Teaching staff should be available at reasonable times so that all students may discuss aspects of the unit including learning issues and feedback from assessments, excluding the final examination. Staff will advise all students of their availability for student consultation.

d.   In instances where there is more than one marker in a unit, the marker must follow the Moderation of Assessment located in Item 4.10 of this policy.

e.   When units are delivered in offshore locations and/or with licensed program agreements, moderation must follow the guidelines developed for these instances contained within this policy.

f.   Students must be informed of their result for every component of assessment in the unit, except for any final examination. In the case of units using Grading Schema 1 (used for standard coursework units) this will be a grade and/or a numeric mark. For all other units, this will be a result expressed as a grade in the applicable grading schema.

g.   Feedback on assessments will be given to students and it will be constructive and clear and indicative of the allocation of marks against the stated criteria.

h.   Variation around grades is a normal expectation. The degree of variation will be a function of the nature of the unit, the number of students and the calibre of the students.

i.   The expected distribution of grades is:

- *Undergraduate courses:*
  - Approximately 35% of distinction passes (High Distinction and Distinction) of which not more than half should be at the upper level; and
- *Postgraduate courses:*
  - Approximately 45% of distinction passes (High Distinction and Distinction) of which not more than half should be at the upper level.

j.   The confidentiality of assessment results must be maintained except for legitimate University purposes.

k. Marked assessments must be returned to the student in a manner that protects the confidentiality of the mark and the student's work.

l. Unclaimed assignments remain the property of the student and will be kept for a period of six months after the final examination date.

m. Procedures for a student who is dissatisfied with the results awarded for an assessment are described in Rule 8 of the *Admission, Enrolment and Academic Progress Rules*.

4.9 Results Submission

Guidelines for the submission of results at the end of each teaching period are provided as Attachment 2 to this policy.

4.10 Moderation of Assessment

The moderation of assessment is intended to guide the process of ensuring equivalence in learning outcomes among all unit offerings.

a. Multiple Markers

i. Whenever more than one person marks assessment items in a unit, a moderation process must be used to ensure consistency in the marking processes of the different markers.

ii. When more than one marker is used, the Unit Coordinator will provide all markers with a sample marking experience for each assessment to develop a shared understanding of the marking standards.

iii. All markers will be provided with comprehensive marking keys for each assessment showing marks allocations.

iv. Acceptable moderation processes involving multiple markers include:

- the same person marking each question across all papers; and
- adjusting the marks awarded by each marker for each assessment based on check-marking processes.

Managed Courses

v. The delivery of all units within ECU managed courses requires a moderation process to ensure equivalence with on-campus delivery and standards.

vi. The ECU Unit Coordinator will provide the partner institution with the ECU unit outline and the unit plan including the assessment items and marking keys as applicable.

vii.   Each unit plan will clearly indicate that any pre-moderated grades and marks are provisional marks and grades only and the final result will be subject to approval by the Board of Examiners.

viii.   The major assessment or final examination will be marked by the ECU Unit Coordinator.

ix.   Copies of at least 8 marked samples of each assessment item for each unit offering will be supplied to the ECU Unit Coordinator as soon as marking has been completed. The marked samples will include examples of all grades. The number of papers moderated for each assessment for each unit offering will be at least 10% of the unit enrolment.

x.   The ECU Unit Coordinator will remark the sample assessments and decide if adjustments to the marks of all students will be required.

xi.   The results for each assessment moderation process will be recorded in the Online Moderation System, available using an Easy Login through the Staff Portal.

xii.   The ECU Unit Coordinator will complete the moderation for each assessment within 10 days of receiving the sample assessments.

xiii.   At the end of each unit offering, the partner institution will forward the marks for all assessments to the ECU International Partnerships Office for delivery to the ECU Unit Coordinator. The ECU Unit Coordinator will include the examination or major assignment marks any adjusted marks based on the moderation process, and decide the final grades.

xiv.   At the end of each teaching period, the partner institution will address all issues raised in the Unit Moderation Report, and discuss with the Unit Coordinator the changes to be made before the unit is next run.

xv.   The partner institution will address all issues raised in the Unit Moderation Report, and discuss with the Unit Coordinator the changes to be made before the unit is next run.

xvi.   The Course Coordinator will use the Unit Moderation Reports in the Annual Course Report as detailed in the Course and Unit Review Policy.

4.11 Licensed Courses

The process for moderating licensed units will be described in the licensing agreement.

5   SUBMISSION OF EXAMINATION PAPERS

5.1 The Process For Submission

a. Examination papers will comply with the section 4.3 (b) of this policy (Assessment Involving Examinations).

b. All examination papers will be securely prepared, approved, and submitted to the Student Services Centre (SSC) in time to meet the examination timetable deadlines, using the University's online examination submission system.

c. All standard and deferred examinations will be submitted at the same time.

d. All examination papers will be reviewed by a co-examiner recorded in the OESS. Where a co-examiner is not available in a particular discipline or field an appropriate co-examiner will be nominated by the AD (TL) to review the paper for readability and clarity.

e. All examiners and co-examiners will declare that an examination complies with this policy.

f. Copies of examination papers, or the contents of the examination, will not be made available to staff or students prior to the examination, as mandated by the Assessment Policy.

5.2 Associate Dean (Teaching and Learning) Responsibilities

The AD (TL) or nominee is responsible for ensuring that the preparation, submission and approval of examination papers are carried out in accordance with this policy. The AD (TL) will ensure that:

a. Unit coordinator details are accurate in CAPS prior to the submission period;

b. All academic staff are familiar with the OESS and processes;

c. An examiner (normally the unit coordinator) is designated with the responsibility to prepare the examination paper and deferred examination paper for each unit, in accordance with the approved unit outline;

d. The examiner of each unit submits the required examination papers via the online system for review and endorsement to a co-examiner;

e. Review and endorsement of each examination paper is conducted by a co-examiner, preferably someone in the discipline area, nominated by the unit coordinator

f. Examination papers endorsed by appropriate co-examiners are submitted to the Student Services Centre via the OESS by the published deadlines.

5.3 The Examiner (Normally the Unit Coordinator)

The Examiner is responsible for:

a. Nominating an appropriate co-examiner and entering the co-examiner details into the online examination submission system;

b. Consulting, where appropriate, with other members of academic staff who teach in the unit, prior to the preparation of the examination paper;

c. Ensuring that each examination paper complies with the Curriculum Delivery and Assessment Policy;

d. The preparation, writing and uploading of the examination paper and the deferred examination paper into the designated online examination submission system;

e. Forwarding both the examination paper and the deferred examination paper via the online examination submission system to a co-examiner for review and endorsement;

f. In the event that an examination paper is not endorsed by the co-examiner, consulting with that co-examiner and re-submitting an updated examination paper and/or deferred examination paper via the online examination submission system;

g. Ensuring that no student or staff member, other than the unit coordinator and co-examiner, has access to any final examination paper or the questions contained within;

h. Providing all students in a unit with the same information about the format and nature of the unit's examination paper(s) i.e. via a mass lecture, an information sheet or a sample examination paper;

i. Advising all tutors, casual staff, other academic staff and international staff that they are not permitted to provide further information to students other than that which the unit coordinator has provided; and

j. Ensuring that all examination papers and students' scripts are kept in accordance with the University Retention and Disposal Schedule.

5.4 The Co-examiner

The co-examiner is responsible for:

a. Reviewing each examination paper forwarded from a unit coordinator via the online examination submission system in a timely manner; and either:

b. Declaring that the examination paper complies with examination requirements contained within this Curriculum Delivery and Assessment Policy; and

c. Endorsing each examination paper using the endorsement function in the system which approves the examination for use during the relevant examination period; OR

d. Not endorsing the examination, returning it to the examiner as "not endorsed" and informing the examiner of the reasons via the OESS.

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5.5 The Student Services Centre

The Student Services Centre is responsible for:

a. receipt of endorsed examination papers, submitted via the online examination submission system;

b. returning papers to the Examiner via the OESS if there is a concern about the quality or format of the papers;

c. ensuring that all examination papers are forwarded for printing under secure conditions; and

    i. providing secure storage for all examination papers prior to examination dates; and

    ii. providing secure storage of completed and unused examination papers and students' scripts until they are collected by academic staff for marking.

5.6 Breaches of the Policy

Failure by staff to comply with this policy in respect of the submission and approval of examination papers will be dealt with under the *Code of Conduct* (PL159).

a. E-Learning

The use of ICT in learning and teaching affords many opportunities and advantages when applied in an informed and strategic fashion and linked to fundamental teaching and learning principles.

    i. ICT will be used to support quality learning and teaching in all courses delivered at Edith Cowan University.

    ii. Where possible and practical, ICT will be used to provide flexible learning options for students.

    iii. All courses will develop and support the capability of students to use ICT effectively and efficiently in their learning and development.

    iv. The University will provide appropriate forms and levels of ICT infrastructure and support for e-learning in all courses.

    v. The University will provide and maintain a learning management system as one form of online support for all courses.

    vi. Students will be provided with flexible access to library services.

    vii. Evidence-based decision making will inform the adoption of ICT-based learning and teaching ideas and activities.

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viii.   Professional development opportunities will be provided to enable all teaching staff to develop the capability to use learning technologies efficiently and effectively in their context

ix.   The University will share and disseminate models of good practice in e-learning among teaching staff.

x.   Due attention will be paid to ensuring the use of ICT in learning and teaching does not restrict the educational opportunities of students with limited personal access to ICT and/or particular technologies.

xi.   Guidelines describing the minimum requirements for the use of ICT to be demonstrated in units across all courses are shown in Attachment 3 to this policy.

xii.   Guidelines describing the requirements for units designated as online are shown in Attachment 4 to this policy.

6.   INCLUSIVE CURRICULUM

6.1 Design and Delivery

This policy describes the principles and processes that inform and guide the design and delivery of an inclusive curriculum at ECU.

a.   At ECU the curriculum will acknowledge, respect, value and accommodate diversity in the student cohort. ECU courses will minimise restrictions and barriers to student choice (such as prerequisite units, compulsory units and restrictions on the transfer of units).

b.   ECU courses will maximise the opportunities for interdisciplinary and cross-disciplinary studies.

c.   Units will be designed and implemented to take account of the particular circumstances of learners and teachers, the requirements of the course of study and the available options for teaching and learning methods.

d.   Where possible and practical, units will be delivered in ways that provide learners with choices in their learning experiences to cater for their individual needs

e.   Where possible and practical, the teaching approaches will be varied, flexible and accessible to enable the full engagement and learning achievement of all students.

f.   The curriculum materials and resources will accommodate the diversity of student needs.

g.   Where possible and practical, assessment strategies will accommodate and make reasonable adjustment for a student's special needs in a manner that maintains academic integrity.

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7. TEACHING ECU COURSES IN A LANGUAGE OTHER THAN ENGLISH

7.1 Development

This policy provides academic staff with clear direction for developing and teaching courses of study in a language other than English. It seeks to ensure that courses of study offered by the University and taught in a language other than English, are consistent in their quality, regardless of the language in which curriculum is delivered.

a. Courses taught in a language other than English will not be approved or conducted unless they comply with this and other relevant University policies. Teaching existing and tailored courses in a language other than English is an accepted mode of delivery. Edith Cowan University staff may develop and deliver courses to be taught in a language other than English within this framework

b. All courses taught in a language other than English will:

- be developed taking into account the practices and procedures outlined in this policy;
- meet the academic standards of the University;
- protect the University's integrity; and
- maximise outcomes for students.

c. Students accepted into the course of study must meet the same entry requirements for students elsewhere in the University undertaking an equivalent course of study, except for the English language competency requirements.

d. The curriculum content will reflect the international nature of the student group and the desired course outcomes. This will require curriculum to be amended to provide a relevant international perspective.

e. Care will be taken not to focus on English language or Australian reference and resource material in electronic or hard copy. References and resources selected should be consistent with the language abilities of the student group.

f. Consecutive interpretation will be used. Unit material and/or learning aids (for example overheads, handouts, and presentations) will be provided to the interpreter(s) beforehand.

g. If a variation to the requirement for consecutive interpretation is proposed, the relevant Executive Dean will seek approval for the variation from Pro-Vice-Chancellor (Education).

h. The course of study will comply with the quality processes of the University.

i. Material translated for the use of students, including material translated for the purpose of assessment, will be accurately translated.

j. No unit grades will be submitted until the coordinator signs a statement that a sample of translated scripts has been read and that moderation has occurred where appropriate.

k. Tight deadlines should be imposed on local partners for the translation of written work to ensure there are no delays in translations.

l. Assessment practices will comply with the University's Assessment Policy. However, it is expected that all units taught in a language other than English will include an examination as the formal piece of supervised assessment.

m. The coordinator of a Research Project, or similar research unit, will be fluent in the foreign language being used, both in the oral and written form.

n. Provision will be made to ensure that infrastructure support is sufficient to conduct the course to a high standard. That includes sufficient language experts in teaching and supervision of research and sufficient capacity of electronic systems to "read" the language being used etc.

o. Transcripts and Testamurs will acknowledge that the course has been taught in a language other than English, and specify the language of instruction.

8. CLASSROOM CAPTIVE AUDIENCE

8.1 Any student, who enrols in any units and is placed in a class, is there for the specific purpose of study in a particular unit for which the University is responsible. In a real sense, members of each class are a 'captive audience'.

8.2 These classes do not exist as vehicles or as 'captive audiences' for anyone to promote outside interests and/or causes. Staff are therefore directed to ensure that no person is to be granted access to a 'captive audience' in any class to facilitate the promotion of any cause, activity, or other matter which is not part of the University activities.

8.3 Neither should any organisation, no matter how meritorious, solicitous or concerned for human welfare, be granted access to any class, other than their presence is necessary for the proper academic conduct of the course.

8.4 Where access is granted for teaching purposes to outside persons, they should, on no account, be permitted to press a particular religious, political or other view, which is contrary to unit purposes and/or structures.

9. ACCOUNTABILITIES AND RESPONSIBILITIES

In relation to this policy:

- The Pro-Vice-Chancellor (Education) has overall responsibility for the content of this policy and its operation.

- Professional development for staff together with guidelines and documents describing the processes to be used in the application of the items in this policy will be provided and maintained by CLT.

10. ACADEMIC INTEGRITY

Staff members are required to adopt assessment practices that restrict students' opportunity for academic misconduct wherever possible.

10.1 Staff members should remind students about the expectations for academic integrity and the penalties for non-compliance.

10.2 When setting and marking assessments, staff members should, at all times, be alert to the prospects of academic misconduct and employ strategies that minimise the problems and risks associated therewith.

10.3 Assessment tasks should be changed regularly to lessen students' capacity to discover and use previous submissions.

10.4 Online assessment should employ processes to reduce opportunities for academic misconduct such as collusion and cheating: e.g. use of item banks, identity verification, low-stakes assessment, etc.

10.5 If in class tests for the same unit are held at different times, the examination papers must be different.

10.6 Students should be required to submit all text-based assessments through Turnitin so the originality of their work can be verified.

10.7 Staff members need to be alert to ghost-writing (having other people author assessments) and to have strategies in place for limiting the opportunities as well as dealing with this when detected: e.g. comparing exam marks to written assessment and having requirements for vivas and/or oral presentations if there is doubt as to the origins of the written work.

11 RELATED DOCUMENTS

Other documents which are relevant to the operation of this policy are:

- [Curriculum Planning and Development Policy](#)
- [Curriculum Approval Policy](#)
- [Curriculum Evaluation and Review Policy](#)
- *[Admission, Enrolment and Academic Progress Rules](#)*
- *Kift, S. (2009). Articulating a transition pedagogy to scaffold and to enhance the first year learning experience in Australian higher education; Final Report for ALTC Senior Fellowship Program. Australian Learning and Teaching Council*

http://www.altc.edu.au/system/files/resources/Kift%2C%20Sally%20ALTC%20Senior%20Fellowship%20Report%20Sep%2009.pdf

- Attachment 1 – Assignment Cover Sheet
- Attachment 2 – Submission of Results Implementation Guidelines
- Attachment 3 – Minimum Requirement for use of ICT in ECU Courses and Units

12   CONTACT INFORMATION

For queries relating to this document please contact:

Policy Owner:	Pro-Vice-Chancellor (Education)
All enquiries contact:	Manager, Academic Governance and Standards
Contact Name:	Jane McCaffrey
Telephone:	6304 2782
Email address:	j.mccaffrey@ecu.edu.au

13   APPROVAL HISTORY

Policy Approved by:	Vice-Chancellor
Date Policy First Approved:	5 December 2012
Date last modified:	8 October 2015, 2 July 2013
Minor Revision:	April 2016 - Update to reflect the Academic Organisation Re-Design February 2017 - Update to reflect the Academic Organisation Re-Design
Revision Date:	5 December 2018
TRIM File Reference:	SUB/39744

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Attachment 1

Assignment Cover Sheet

ASSIGNMENT COVER SHEET
Electronic or manual submission

UNIT	NAME OF STUDENT (Print clearly)	STUDENT ID NO.
CODE TITLE	FAMILY NAME FIRST NAME	
NAME OF LECTURER		**DUE DATE**
Topic of assignment		
Group or tutorial (if applicable)	*Course*	**Campus**
I certify that the attached assignment is my own work and that any material drawn from other sources has been acknowledged. This work has not previously been submitted for assessment in any other unit or course. *Copyright in assignments remains my property. I grant permission to the University to make copies of assignments for assessment, review and/or record keeping purposes. I note that the University reserves the right to check my assignment for plagiarism. Should the reproduction of all or part of an assignment be required by the University for any purpose other than those mentioned above, appropriate authorisation will be sought from me on the relevant form.*		**OFFICE USE ONLY**
If handing in an assignment in a paper or other physical form, sign here to indicate that you have read this form, filled it in completely and that you certify as above. **Signature** Date **OR,** if submitting this paper electronically as per instructions for the unit, place an 'X' in the box below to indicate that you have read this form and filled it in completely and that you certify as above. Please include this page in/with your submission. Any electronic responses to this submission will be sent to your ECU email address. **Agreement** [ ] Date		

FOR PROCEDURES AND PENALTIES ON LATE ASSIGNMENTS PLEASE Refer to the Section 4.7 of the Curriculum Delivery and Assessment Policy

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Submission of Results Implementation Guidelines

Once student marks have been moderated and finalised at the end of the teaching period, the following process must be used to submit results for official processing.

1. **Initial Results**
   - Unit Coordinators must use the official **Marks Recording Spreadsheet** (MRS) for marks entry. Instructions for the marks recording process are located at http://www.ecu.edu.au/apps/CallistaSMS/marksrecording.htm.
   - Each Unit Coordinator must submit the MRS results electronically and submit a printed and signed copy to the responsible School officer
   - The School officer will provide the printed copy of the MRS to the AD (TL) or nominee for approval.
   - Only an academic staff member who has been officially authorised by the AD (TL) can act as nominee for the approval of marks.
   - The AD (TL) or nominee checks the marks (e.g. views the marks distribution, looks for outstanding results, etc.) and approves the marks for on-processing.
   - Once the AD (TL) or nominee has approved and signed the MRS summary sheet, the School Administration Officer retains the printed MRS in the accordance with the University Records Management Policy (at http://www.ecu.edu.au/GPPS/policies_db/tmp/ad022.pdf) and validates the MRS on Callista.
   - The School Administration Officer records the units that have been validated and follows up with Academic staff, and liaises with Assessments, in regard to ensuring there are no late or outstanding results.

2. **Grades that cannot be entered on the Marks Recording Spreadsheet**
   - Grades of DE, W, WE, etc must not under any circumstances be entered on the MRS. These results are entered against the student record by SSC staff and will appear automatically on the Marks Recording sheet and should not be entered manually by staff.
   - A mark should not be entered for a student whose grade already appears on the MRS e.g. DE, W, WE.
   - Where a unit Coordinator has a mark and cannot enter it onto the MRS, for example WC (unit withdrawn due to cancellation of a student's enrolment – fees not paid) the Grade still has to be submitted at that time – however, it needs to be submitted on a Results Amendment form (see below).

3. **Changing Results**

- Academic Staff should audit their results by running a class list after results have been uploaded and check they are recorded correctly on Callista.

- Once the MRS for a unit has been validated on Callista, changes to results and updates must be made using a Results Amendment Form. The Results Amendment form is at http://www.ecu.edu.au/SSC/staffonly/forms.php

- To make changes to results, the Unit Coordinator must complete and sign a Results Amendment form and submit the hard copy form to the AD (TL) or nominee.

- Once the AD (TL) or nominee has approved the changes, the School Administration Officer emails the Results Amendment Form to Assessments at examsubmissions@ecu.edu.au and retains the hard copy in accordance with the ECU Records Management Policy.

4. **Submission Deadlines**

- The MRS for non-examinable units are to be lodged with Assessments by the end of the first week of exams.

- The results for examinable units are to be lodged with Assessments no later than 7 days after the examination.

- In the instances where scripts cannot be marked and results submitted within 7 days of the examination (e.g. external scripts that are received late from external exam centres) – there is an extended deadline of which staff will be notified.

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Minimum Requirement for use of ICT in ECU Courses and Units

1. **Online support for Courses and Units**

    Each unit will have an online presence in the University LMS which will include as a minimum the unit outline and the unit plan. Where possible, electronic forms of all the resources distributed in class will be included.

    - The Unit Outline should be a copy of the current approved outline in the Course Management System.

    - The Unit Plan should include a list of the timetabled classes with times and rooms, a schedule of the learning and teaching program, full descriptions of all assessment items, including assessment marking criteria, lecturer and tutor contact details, staff consultation times, and other relevant details relating to the delivery of the unit.

    - Important notices and relevant resources should be made available electronically within two working days of distribution in class.

    - E-mail and electronic messages sent to teaching staff by students should be answered within two working days.

    - Electronic communications with students will be through students' official ECU email addresses.

    - Where possible and practical, students should be able to submit assessment items electronically. If electronic submission is not a standard element of a unit, students wishing to submit electronically should be able to communicate with the lecturer to organise how this will be done.

2. **Managing electronic resources**

    - All electronic learning and teaching materials will be provided to students through a learning management system (e.g. MyECU or other).

    - ECU learning and teaching materials are not to be delivered to students through non-ECU servers and approved servers, e.g. Youtube, Flickr etc., however students may be directed to these sites as part of the unit delivery.

    - Each Unit Coordinator will ensure that back-up copies are kept of all learning and teaching materials for the unit

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Online delivery Guidelines

1. ONLINE COURSES
Unless a course meets the following criteria, it cannot be designated as available online:

- There shall be a proposed pattern of online unit offerings that will allow a student in an online course to complete their studies in approved course structure within a time span consistent with full-time or part-time study, as the case may be.

- Students can complete the entire course without having to come onto the campus for any component of any unit.

- All units in the online course meet the standards for online unit offering (see below).

- There shall be a designated Course Coordinator who is responsible for ensuring the standard of the course and unit offerings.

- Course information shall be available online, enabling students to access information pertinent to their studies

The Mode of Delivery in CAPS of "online" is required for:
- a) the course;
- b) a suitable combination of unitsets in the course;
- c) the units in the online unitsets; and
- d) sufficient core or elective units necessary to ensure the course may be completed.

2. ONLINE UNITS
Any ECU unit designated as available online shall provide students with the following elements:

- A personal introduction from the unit coordinator and tutor with details on how communication with and between students will be facilitated during the unit offering;

- The Unit Outline from CAPS;

- The Unit Plan including all assessment requirements and marking criteria;

- Students are guided through the various resources and learning activities across the teaching period.

- An online textbook or reader or online course materials, or web-based resources e.g. online access to lecture notes, PowerPoint presentations, video and/or audio versions of relevant classes;

- E-Reserve for materials with copyright constraints;

- Comprehensive learning activities to engage students with course content/materials, including some collaborative activities;

- Tutor-moderated online supports e.g. discussion boards, blogs, wikis;

- A discussion board to facilitate social contact among students;

- Online submission of assignments and receipt of feedback;

- Access to tutor through email.

- When the same Blackboard site is being used for both on-campus and online students, care must be taken to ensure:

  o The requirements of the different cohorts are clearly described; and

o   There is equivalence in the learning opportunities provided for the cohorts.

Attachment 5

Guidelines for Extensions to Assessments

The due date for each assessment item is established at the commencement of a teaching period so that all students know well in advance by when they must submit their work. The purpose of the due date is to ensure a fair, consistent and effective assessment process.

Students who submit an assessment after the due date but within five working days will be penalised 5% of the maximum assessment per business day it is late. Assessments items which six or more working days late will automatically be awarded a mark of zero.

It is recognised that there may be instances beyond students' control that may adversely impact on their capacity to submit an assessment item by the due date. For this reason ECU has a process that enables students to apply for an extension to the due date for an assessment item. Unit Coordinators (or their nominees) can use their discretion on an individual basis when making decisions about the granting of extensions.

Valid and Invalid grounds

Applications for an extension to a due date will normally be made on the following grounds and, where appropriate, students must include supporting documentation:

- Ill health or injury;
- Compassionate grounds;
- Representation in sporting activities at a national or international level;
- Representation in significant cultural activities;
- Employment related intrastate, interstate and overseas travel;
- Special consideration granted to student as detailed on an ECU Learning and Assessment Plan (LAP);
- Other special grounds considered appropriate by the Lecturer.

The following factors will NOT normally be considered grounds for an extension of an assessment:

- Routine demands of employment;
- Stress or anxiety normally associated with course work;
- Routine financial support needs;
- Lack of knowledge of the requirements of academic work;
- Difficulties with English language;
- Scheduled anticipated changes of address, moving home etc.;
- Demands of sport (unless the student is registered in ECU's elite athlete program), clubs, social or extra-curricular activity other than those specified above;
- Recreational travel (domestic or international);
- Planned events such as weddings, birthday parties etc.;
- Misreading the due date, sleeping in, forgetting etc.

Applications

Written applications for an extension to the due date for an assessment item must be received by the relevant staff member, Unit Coordinator or nominee, before that date. Late applications will not be considered and the decision on an application will be final.

Students will be notified at their ECU student email address of the decision on their application.

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