Australian Chiropractic College

GRADES AND RESULTS
Procedures

DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

Academic Integrity: The commitment to ensuring honesty, fairness, transparency, responsibility, and ethical conduct in assessment, grading, academic decision-making, and the awarding of academic results.

Academic Operations Manager (AOM): The staff member responsible for operational administration and coordination of assessment, grading, moderation, results processing, and associated academic administration workflows supporting the Education and Grading Committee and Academic Board.

Assessment Moderation: A quality assurance process relating to assessment design, assessment materials, marking standards, grading criteria, and assessment outcomes undertaken to support validity, reliability, fairness, consistency, comparability, and alignment with learning outcomes, accreditation requirements, and academic standards. Assessment moderation may include internal and external moderation activities conducted before and/or after assessment administration.

Assessor: A staff member, clinical educator, supervisor, or other authorised person responsible for assessing student achievement of learning outcomes, competencies, professional behaviours, practical skills, clinical capability, or other assessment requirements within a unit or program.

Competency-Based Assessment: Assessment designed to evaluate whether a student has demonstrated specified practical, clinical, professional, technical, behavioural, or other competencies required for successful completion of a unit or program of study.

Deferred Assessment: An approved assessment arrangement provided to a student who was unable to undertake or complete an assessment task due to illness, exceptional circumstances, or other approved reasons recognised by the ACC.

Education and Grading Committee (EGC): The committee responsible for review and moderation of grades and results and oversight of consistency, comparability, academic integrity, supplementary assessment, remediation, progression, and associated academic governance processes at the ACC.

Final Grade: The officially approved result awarded to a student upon completion of all assessment, moderation, competency, and other unit requirements.

Grades and Results Moderation: The process undertaken through the Education and Grading Committee involving review and moderation of grades and results to support consistency, comparability, defensibility, academic integrity, and appropriate academic governance oversight of assessment outcomes and academic decision-making.

Hurdle Assessment: An assessment task or assessment component that a student must successfully complete in order to pass a unit, regardless of the aggregate mark achieved in the unit.

Interim Result: A temporary result awarded where assessment, moderation, competency verification, placement requirements, academic integrity processes, administrative processes, or other academic requirements necessary for finalisation of a grade or result remain incomplete.

Mandatory Attendance and Participation Requirement: A requirement specified in a Unit Profile relating to attendance and/or participation in designated learning activities where participation is necessary to support the development, assessment, or demonstration of learning outcomes, professional competencies, accreditation requirements, professional behaviours, or safe practice capability.

Program Coordinator – Chiropractic Practice: The academic staff member responsible for oversight of competency-based, practical, clinical, placement, and safe practice assessment requirements within chiropractic practice and work-integrated learning environments.

Re-mark: Reconsideration and reassessment of an already submitted assessment task by the original assessor and/or an alternative assessor without the student being required to undertake additional assessment work.

Re-sit: An approved reassessment opportunity provided to a student who has failed a hurdle assessment or other designated assessment requirement and is eligible to undertake an additional attempt in accordance with ACC policies and procedures.

Remediation: Additional learning, reassessment, competency demonstration, placement activity, practical participation, or other educational activity required to support demonstration of unmet learning outcomes, competencies, professional behaviours, or safe practice capability.

Supplementary Assessment: An additional assessment opportunity granted to an eligible student who has demonstrated substantial attainment of the learning outcomes and requirements of a unit but has not achieved a passing result.

Supplementary Examination: A supplementary examination granted to an eligible student in accordance with ACC policies and procedures to provide an additional opportunity to demonstrate outstanding learning outcomes or assessment requirements.

Unit Coordinator: The academic staff member responsible for oversight of the delivery, assessment, grading, and administration of a unit of study.

Unit Profile: The official ACC document for a unit of study which specifies the learning outcomes, assessment requirements, hurdle requirements, attendance and participation requirements, grading conditions, and other academic requirements applicable to the unit.

PURPOSE

The Grades and Results Procedures outline the operational requirements relating to the assessment, determination, moderation, approval, recording, release, review, amendment, and administration of grades and results at the ACC.

These Procedures support the implementation of the Grades and Results Policy and provide the framework for the consistent administration of assessment outcomes, hurdle assessments, re-sits, remediation pathways, supplementary assessment, progression-related academic decisions, and associated academic governance processes.

These Procedures support the maintenance of academic integrity, fairness, consistency, transparency, defensible academic decision-making, and appropriate oversight of academic, professional, competency-based, and safe practice requirements across ACC programs and units of study.

SCOPE

These Procedures apply to all forms of assessment and academic result administration within ACC programs and units of study, including graded, non-graded, practical, clinical, placement, competency-based, hurdle, supplementary, deferred, and remediation-related assessment activities.

These Procedures apply to all students enrolled in ACC programs and courses of study, including higher education and other accredited educational offerings delivered by the ACC.

These Procedures apply to all academic staff, assessors, moderators, clinical educators, supervisors, committees, and other persons involved in the assessment, moderation, grading, approval, recording, review, amendment, release, and administration of grades and results.

These Procedures apply in conjunction with the Grades and Results Policy and other relevant ACC policies and procedures relating to assessment, attendance, academic integrity, academic progress, grievances, appeals, professional conduct, student support, and special consideration.

REASSESSMENT EQUIVALENCE PRINCIPLES

Where reassessment, remediation, supplementary assessment, supplementary examination, or deferred assessment activities are conducted, the reassessment activity may differ in format from the original assessment provided that the reassessment:

- assesses equivalent learning outcomes, competencies, or requirements;
- maintains equivalent academic and professional standards; and
- is consistent with the requirements of the relevant unit and program of study.

PROCEDURES

1. Assessment Requirements and Unit Information

Assessment requirements for each unit must be specified in the relevant Unit Profile and associated assessment materials.

Assessment information provided to students must include, where applicable:

- assessment types and weighting;
- learning outcomes being assessed;
- hurdle assessment requirements;
- competency-based, practical, clinical, placement, or professional requirements;
- mandatory attendance and participation requirements;
- submission requirements and due dates;
- grading requirements and assessment criteria;
- re-sit, remediation, supplementary, or deferred assessment conditions where applicable; and
- any other conditions relevant to successful completion of the unit.

Assessment requirements and grading conditions must be communicated to students prior to, or at the commencement of, the teaching period unless otherwise approved by the Academic Dean or nominee.

Assessment requirements may only be varied after commencement of the teaching period in exceptional circumstances and with appropriate approval in accordance with ACC governance requirements.

Students are responsible for familiarising themselves with all assessment, grading, hurdle, attendance,

competency, and progression requirements applicable to their enrolled units.

2. Assessment Submission and Completion Requirements

Students must complete assessment tasks in accordance with the requirements specified in the relevant Unit Profile, assessment instructions, and associated ACC policies and procedures.

Requirements relating to:

- assessment submission;
- extensions;
- deferred assessment;
- examination conduct;
- special consideration;
- academic integrity;
- assessment moderation; and
- assessment administration

are governed by the Assessment of Coursework Policy and associated Procedures and other relevant ACC policies and procedures.

Where a student does not submit, attend, complete, or participate in a required assessment activity, the resulting academic outcome will be determined in accordance with:

- the requirements specified in the relevant Unit Profile;
- the Grades and Results Policy and associated Procedures; and
- other applicable ACC policies and procedures.

Students enrolled in units containing competency-based, practical, clinical, placement, professional, or hurdle assessment requirements must satisfy those requirements in accordance with the relevant Unit Profile and associated assessment requirements.

3. Determination of Grades and Results

Grades and results for each unit are determined on the basis of a student's demonstrated achievement of the learning outcomes, assessment requirements, competency requirements, and other conditions specified in the relevant Unit Profile.

Assessment outcomes and provisional grades are determined by the relevant assessor(s) and Unit Coordinator in accordance with the assessment criteria, marking standards, grading requirements, and associated ACC policies and procedures.

In determining final grades and results, consideration may include:

- performance across assessment tasks and assessment components;
- achievement of hurdle assessment requirements;
- achievement of competency-based, practical, clinical, placement, or professional requirements;
- compliance with mandatory attendance and participation requirements where applicable;
- outcomes of re-sit, remediation, supplementary, deferred, or special assessment activities; and
- any approved academic adjustments, special consideration outcomes, or authorised amendments.

Students enrolled in units containing mandatory hurdle, competency-based, practical, clinical, placement, or professional requirements must satisfy those requirements in order to successfully complete the unit, regardless of aggregate marks achieved elsewhere in the unit.

Grades and results remain provisional until reviewed and moderated through the Education and Grading

Committee process and formally approved in accordance with ACC governance requirements.

Grade classifications, result codes, grading scales, and associated academic outcomes are specified in Appendix A.

4. Hurdle Assessments

Hurdle assessments must be clearly identified in the relevant Unit Profile and associated assessment information together with the requirements for successful completion and any applicable re-sit or remediation provisions.

Hurdle assessments may be used where demonstration of specified learning outcomes, professional competencies, practical skills, clinical capability, professional behaviours, accreditation requirements, or safe practice requirements is considered essential for progression or successful completion of a unit.

Students must successfully complete all mandatory hurdle assessment requirements in order to pass the relevant unit, regardless of the aggregate mark achieved within the unit.

Where a unit includes multiple components, stations, tasks, competencies, or assessment elements within a designated hurdle assessment, the Unit Profile and associated assessment information must clearly specify:

- the components required to be passed;
- the criteria for successful completion;
- any minimum performance requirements; and
- any applicable re-sit or remediation conditions.

A student who fails a hurdle assessment may be eligible for one re-sit, reassessment, or remediation opportunity in accordance with these Procedures and the requirements specified in the relevant Unit Profile.

Eligibility for hurdle re-sit or remediation may be subject to:

- compliance with mandatory attendance and participation requirements;
- demonstration of appropriate professional behaviour and safe practice capability;
- the nature and extent of the failed assessment requirements; and
- any other conditions specified in the relevant Unit Profile or associated ACC policies and procedures.

Students who do not successfully satisfy the requirements of a permitted hurdle re-sit or remediation opportunity will not successfully complete the unit.

The outcome classifications, grading consequences, and administrative management of hurdle assessment failures, re-sits, and remediation outcomes are specified in Appendix B.

5. Re-sits and Remediation

Re-sits and remediation activities are used to provide an additional opportunity for eligible students to demonstrate attainment of learning outcomes, competencies, practical skills, clinical capability, professional behaviours, or other essential assessment requirements that were not satisfactorily demonstrated in the original assessment.

Re-sits and remediation are not automatically granted and are subject to the requirements specified in the relevant Unit Profile, these Procedures, and associated ACC policies and procedures.

Re-sits and remediation may apply to:

- hurdle assessments;

- competency-based assessments;
- practical or clinical assessments;
- placement requirements;
- professional capability assessments; or
- other assessment requirements approved by the ACC.

A student who is eligible for a re-sit or remediation activity will normally be permitted one reassessment opportunity for the relevant assessment requirement.

Re-sit or remediation activities must comply with the Reassessment Equivalence Principles specified in these Procedures.

Students undertaking a re-sit or remediation activity must comply with all attendance, participation, professional conduct, competency, placement, and safe practice requirements applicable to the reassessment activity.

The maximum grade or result available following successful completion of a re-sit or remediation activity may be restricted in accordance with Appendix B.

Failure of a re-sit or remediation activity will result in failure of the relevant assessment and, where the reassessment relates to a mandatory hurdle or other compulsory unit requirement, failure of the unit.

6. Supplementary Assessment and Supplementary Examination

Supplementary assessment and supplementary examination provide a limited additional assessment opportunity for eligible students who have demonstrated substantial attainment of the learning outcomes and requirements of a unit but have not achieved a passing result.

Supplementary assessment and supplementary examination are intended to support the demonstration of outstanding or insufficiently demonstrated learning outcomes or assessment requirements while maintaining academic standards, professional requirements, competency expectations, and the integrity of the qualification.

Supplementary assessment or supplementary examination may only be granted where the Education and Grading Committee determines that:

- the student has demonstrated a reasonable level of attainment of the unit learning outcomes;
- the outstanding assessment requirements are capable of remediation through supplementary assessment;
- the student has satisfied all mandatory hurdle assessment requirements, or is otherwise eligible in accordance with these Procedures;
- mandatory attendance and participation requirements have been satisfied where applicable; and
- no professional conduct, fitness for practice, or safe practice concerns exist that would make supplementary assessment inappropriate.

Supplementary assessment or supplementary examination will not normally be granted where:

- a student has failed a hurdle assessment following any permitted re-sit or remediation opportunity;
- the extent of failed learning outcomes or assessment requirements is too substantial to be reasonably remediated through supplementary assessment;
- mandatory attendance or participation requirements have not been satisfied;
- professional conduct, competency, fitness for practice, or safe practice concerns exist; or
- accreditation, regulatory, placement, or professional requirements prevent the granting of supplementary assessment.

Supplementary assessment or supplementary examination activities must comply with the Reassessment Equivalence Principles specified in these Procedures.

The maximum grade or result available following successful completion of supplementary assessment or supplementary examination is specified in Appendix C.

Failure of a supplementary assessment or supplementary examination will result in failure of the relevant assessment requirement and/or failure of the unit where applicable.

The eligibility criteria, grading outcomes, administrative requirements, and result classifications relating to supplementary assessment and supplementary examination are specified in Appendix C.

7. Deferred Assessment

Deferred assessment may be granted where a student is unable to attend or complete an assessment task due to illness, exceptional circumstances, or other approved reasons recognised by the ACC.

Applications for deferred assessment must be submitted in accordance with ACC policies and procedures relating to special consideration, deferred assessment, approved absences, and supporting documentation requirements.

Deferred assessment may apply to:

- examinations;
- practical assessments;
- clinical or placement assessments;
- hurdle assessments; and
- other assessment activities approved by the ACC.

Approval of deferred assessment does not exempt a student from satisfying the learning outcomes, competency requirements, hurdle requirements, professional requirements, attendance requirements, or other conditions applicable to the unit.

Deferred assessment activities must comply with the Reassessment Equivalence Principles specified in these Procedures.

Students granted deferred assessment must complete the deferred assessment within the timeframe and conditions determined by the ACC.

Failure to complete an approved deferred assessment within the required timeframe and conditions may result in:

- a mark of zero for the assessment task;
- failure of the relevant assessment requirement; and/or
- failure of the unit where applicable.

The administrative requirements, approval processes, grading outcomes, and result management relating to deferred assessment are specified in Appendix C and associated ACC policies and procedures.

8. Attendance and Participation Requirements

Attendance and participation requirements applicable to assessment, competency demonstration, practical learning, clinical learning, placement activities, or professional capability development are governed by the

Attendance Policy and associated Procedures.

Where mandatory attendance and participation requirements apply, these requirements must be clearly identified in the relevant Unit Profile together with any associated conditions, consequences, remediation requirements, or eligibility restrictions.

Failure to satisfy mandatory attendance or participation requirements may affect eligibility for:

- re-sit or remediation opportunities;
- supplementary assessment or supplementary examination;
- progression within a unit or program; and/or
- successful completion of a unit.

Students who do not satisfy mandatory attendance or participation requirements may be required to undertake:

- additional learning activities;
- additional practical or clinical participation;
- remediation activities;
- make-up placement requirements; or
- other requirements determined by the ACC to support demonstration of learning outcomes, competencies, professional behaviours, or safe practice capability.

Where attendance or participation concerns relate to professional behaviour, competency attainment, placement requirements, clinical capability, or safe practice considerations, the matter may be referred to the Education and Grading Committee, Academic Dean, Program Coordinator, Program Coordinator – Chiropractic Practice, or other relevant ACC process for consideration.

The academic consequences, remediation pathways, and administrative management of attendance and participation requirements are governed in conjunction with the Attendance Policy and associated Procedures.

9. Interim Results

Interim results may be awarded where assessment, moderation, competency verification, placement requirements, administrative processes, or other academic requirements necessary for finalisation of a result remain incomplete.

Interim results may be applied where:

- deferred, supplementary, re-sit, remediation, or outstanding assessment activities remain unresolved;
- clinical, placement, practical, competency-based, or professional requirements remain outstanding;
- academic integrity, misconduct, fitness for practice, grievance, review, or appeal processes are ongoing;
- assessment or moderation processes have not been completed; or
- other exceptional circumstances prevent finalisation of a grade or result.

Interim results do not constitute a final grade or result for the unit and may be amended following completion of the relevant academic, assessment, moderation, or administrative processes.

Students awarded an interim result remain subject to all outstanding assessment, competency, attendance, placement, professional conduct, administrative, and other unit or program requirements applicable to the unit.

Failure to complete outstanding requirements associated with an interim result within the timeframe determined by the ACC may result in amendment of the interim result to a final fail result or other appropriate academic outcome.

The classifications, administrative management requirements, and conversion processes relating to interim results are specified in Appendix A and associated ACC procedures.

10. Education and Grading Committee Review and Moderation

All grades and results remain provisional until reviewed and moderated through the Education and Grading Committee process and formally approved in accordance with ACC governance requirements.

The Education and Grading Committee is responsible for oversight of the moderation, consistency, comparability, defensibility, and integrity of grades and results across units, campuses, cohorts, modes of delivery, and assessment types.

As part of the review and moderation process, the Education and Grading Committee may consider:

- grade distributions and cohort performance;
- consistency of grading standards;
- hurdle assessment outcomes;
- re-sit, remediation, supplementary, and deferred assessment outcomes;
- progression, competency, professional conduct, and safe practice matters where relevant;
- compliance with ACC policies and procedures; and
- any other matter relevant to academic quality assurance and academic standards.

The Education and Grading Committee may:

- confirm provisional grades and results;
- require review or amendment of provisional grades or results;
- approve or deny supplementary assessment or remediation outcomes;
- impose conditions relating to progression, remediation, or competency requirements;
- refer matters for further investigation or review; and
- make recommendations in accordance with ACC governance requirements.

Moderation and review activities undertaken through the Education and Grading Committee process must support:

- fairness and consistency in academic decision-making;
- maintenance of academic integrity and academic standards;
- comparability of assessment outcomes;
- appropriate oversight of competency-based and professional practice assessment; and
- continuous improvement of assessment and grading practices.

The operational workflow relating to review, moderation, approval, and governance oversight of grades and results is specified in Appendix D.

11. Approval and Release of Grades and Results

Final grades and results may only be released to students following review, moderation and approval by the Education and Grading Committee in accordance with ACC governance requirements.

The Education and Grading Committee is responsible for confirming that grades and results have been appropriately reviewed and moderated in accordance with ACC policies, procedures, academic standards, and governance requirements prior to submission to the Academic Board for approval.

Grades and results may be withheld where:

- moderation or review processes remain incomplete;
- supplementary, deferred, re-sit, remediation, or outstanding assessment activities remain unresolved;
- academic integrity, misconduct, fitness for practice, grievance, review, or appeal processes are ongoing;
- outstanding administrative, enrolment, or financial matters require resolution; or
- other exceptional circumstances exist that prevent finalisation of the result.

Final approved grades and results will be released to students through authorised ACC systems and processes.

Students are responsible for reviewing their released grades and results and notifying the ACC of any suspected administrative error or discrepancy within the timeframe specified in the associated Procedures.

The release, amendment, withholding, and publication of grades and results must occur in accordance with ACC requirements relating to privacy, confidentiality, records management, academic governance, and student administration.

The governance workflow and administrative processes relating to approval and release of grades and results are specified in Appendix D.

12. Amendment of Grades and Results

Grades and results may be amended where an administrative error, calculation error, moderation outcome, academic integrity outcome, review outcome, appeal outcome, or other authorised basis for amendment has been identified.

Amendment of grades and results may occur:

- prior to release of final results;
- following review and moderation processes;
- following approval of supplementary, deferred, re-sit, or remediation outcomes;
- following review, appeal, misconduct, integrity, or fitness for practice processes; or
- where other authorised academic or administrative circumstances require amendment.

Any amendment to a final approved grade or result must be authorised in accordance with ACC governance requirements.

Students will be notified of any amendment to a previously released grade or result through authorised ACC processes.

Amendment of grades and results must be appropriately documented and recorded in accordance with ACC requirements relating to academic governance, records management, confidentiality, and student administration.

The Education and Grading Committee or Academic Board may require amendment of grades or results where necessary to address identified errors, moderation outcomes, academic integrity matters, compliance requirements, or maintenance of academic standards.

The administrative management and governance requirements relating to amendment of grades and results are specified in Appendix D and associated ACC policies and procedures.

13. Review of Grades and Results

Students may seek review of a grade or result where they believe there are valid grounds to question the assessment, grading, or academic decision-making process.

Valid grounds for review may include:

- identifiable administrative or calculation errors;
- demonstrable inconsistency between published assessment criteria and the assessment outcome;
- failure to apply published assessment or grading requirements appropriately;
- significant procedural irregularity in the assessment or grading process;
- failure to provide required assessment conditions or approved adjustments;
- demonstrable inconsistency in marking standards;
- failure to consider relevant information appropriately where such consideration was required; or
- other circumstances demonstrating that the assessment or grading process may not have been conducted appropriately.

Grounds for review will not normally include:

- dissatisfaction with the grade or result awarded;
- disagreement with the academic judgement of the assessor;
- comparison with the performance or grades of other students;
- the proximity of a mark to a grade boundary;
- claims that additional marks are deserved in the absence of identifiable error or procedural irregularity;
- personal, medical, employment, or other circumstances already considered through special consideration or other approved ACC processes; or
- requests for additional assessment opportunities outside approved ACC processes.

Requests for review of a grade or result must be submitted within the timeframe and in the manner specified by the ACC. Unless otherwise approved by the ACC:

- requests for consultation regarding an individual assessment task result should normally be submitted within two (2) working days of release of the assessment result;
- requests for consultation regarding a final unit grade or result should normally be submitted within two (2) working days of release or certification of final grades and results;
- informal consultation or review discussions should normally occur within five (5) working days of the request being received; and
- a formal application must be submitted no later than 7 days after informal consultation.

Where appropriate, a review of a grade or result may include re-marking of an assessment task by the original assessor and/or an alternative assessor without requiring the student to undertake additional assessment work.

Review processes will normally occur in stages and may include:

- informal review or discussion with the relevant assessor or Unit Coordinator;
- formal review by the Academic Dean or nominee; and
- referral to the Education and Grading Committee or other authorised ACC process where appropriate.

The ACC will normally:

- acknowledge or provide an initial response to a review request within five (5) working days of receipt; and
- notify the student of the outcome of the review within ten (10) working days where the matter can

be resolved through local review processes.

Where a matter requires referral to the Education and Grading Committee, further moderation, reassessment, investigation, or other governance or academic review processes, the timeframe for finalisation may be extended. In such cases, the student will normally be advised of:

- the reason for the delay;
- the status of the review process; and
- the anticipated timeframe for finalisation where practicable.

A review of a grade or result may result in:

- confirmation of the original grade or result;
- amendment of the grade or result;
- referral for reassessment, moderation, or further review; or
- another outcome determined in accordance with ACC policies and procedures.

Submission of a request for review does not automatically suspend progression decisions, prerequisite requirements, enrolment conditions, or release of final results unless otherwise approved by the ACC. Review processes must be conducted in accordance with the principles of procedural fairness, academic integrity, confidentiality, and appropriate academic governance.

The operational requirements, timeframes, documentation requirements, and administrative processes relating to review of grades and results are specified in the associated ACC policies and procedures relating to grievances and appeals.

14. Academic Appeals

Students may lodge an academic appeal in accordance with the Student Grievance and Appeals Policy and associated Procedures where they believe there are valid grounds to challenge an academic decision relating to grades, results, progression, assessment outcomes, remediation outcomes, supplementary assessment decisions, or other academic matters.

Academic appeals may only be made on recognised grounds specified in the relevant ACC policies and procedures and must not be based solely on dissatisfaction with an academic outcome or disagreement with academic judgement.

An academic appeal will normally only be considered after completion of the relevant review processes specified in these Procedures unless exceptional circumstances exist.

Academic appeals must be submitted within the required timeframe and in the manner specified by the ACC.

Appeal processes must be conducted:

- fairly, independently, and transparently;
- in accordance with the principles of procedural fairness;
- by persons with appropriate authority and without actual or perceived conflict of interest; and
- in accordance with ACC governance requirements and applicable regulatory obligations.

An academic appeal may result in:

- confirmation of the original academic decision;
- amendment of a grade or result;
- referral for reassessment, moderation, or further review;
- reconsideration of progression or remediation outcomes; or
- another outcome determined in accordance with ACC policies and procedures.

Submission of an academic appeal does not automatically suspend progression decisions, prerequisite requirements, enrolment conditions, or release of final results unless otherwise approved by the ACC.

The operational requirements, grounds, timeframes, documentation requirements, decision-making authority, and administrative processes relating to academic appeals are governed by the Student Grievance and Appeals Policy and associated Procedures.

15. Roles and Responsibilities

Students are responsible for:

- understanding and complying with assessment, grading, hurdle, attendance, competency, professional conduct, and progression requirements applicable to their enrolled units and programs;
- submitting and completing assessment tasks in accordance with ACC requirements;
- complying with ACC requirements relating to academic integrity, professional behaviour, and safe practice;
- monitoring released grades and results; and
- submitting review, appeal, deferred assessment, special consideration, or related applications within required timeframes.

Assessors, clinical educators, supervisors, and other relevant academic staff are responsible for conducting assessment and grading activities in accordance with ACC policies, procedures, published assessment requirements, and applicable academic and professional standards.

Unit Coordinators and Program Coordinators are responsible for oversight of assessment implementation, grading consistency, assessment administration, and escalation of academic, progression, competency, or professional concerns where appropriate.

The Program Coordinator – Chiropractic Practice and relevant clinical education staff are responsible for oversight of competency-based, practical, clinical, placement, and safe practice assessment requirements within chiropractic practice and work-integrated learning environments.

The Academic Operations Manager is responsible for operational coordination and administration of assessment, moderation, grades and results, academic records, and associated governance workflows.

The Academic Dean is responsible for operational academic oversight of implementation and compliance with this Policy and associated Procedures and for escalation of academic matters to relevant governance bodies where appropriate.

The Education and Grading Committee is responsible for moderation, review and approval of grades and results and oversight of associated academic quality assurance processes.

The Academic Board is responsible for oversight of academic standards and governance relating to assessment and academic outcomes

16. Records Management and Confidentiality

Assessment records, grades, moderation records, examination materials, supplementary assessment records, remediation outcomes, progression records, and related academic documentation must be maintained in accordance with ACC policies and procedures relating to records management, privacy, confidentiality, and student administration.

Academic records must be stored securely and only accessed by authorised persons for legitimate academic, administrative, governance, regulatory, accreditation, or quality assurance purposes.

Assessment materials and academic records may include:

- submitted assessment tasks;
- examination scripts and associated materials;
- grading and moderation records;
- supplementary, deferred, re-sit, and remediation records;
- progression and governance documentation;
- review and appeal documentation; and
- correspondence or records relating to academic decision-making processes.

Students may access assessment records and examination materials in accordance with ACC policies and procedures relating to review of grades and results, privacy, confidentiality, and records management.

Academic records must be retained and disposed of in accordance with applicable legislative requirements, ACC records management requirements, and approved retention schedules.

Confidentiality must be maintained throughout all assessment, moderation, grading, progression, review, appeal, and governance processes, including where academic matters involve professional conduct, competency, placement, fitness for practice, or safe practice considerations.

IMPLEMENTATION AND MONITORING

The Academic Dean is responsible for oversight of the implementation, monitoring, and periodic review of these Procedures.

Implementation and monitoring activities may include:

- review of assessment, grading, moderation, progression, and supplementary assessment outcomes;
- monitoring of grade distributions, progression, attrition, and completion data;
- monitoring of consistency across campuses, cohorts, and modes of delivery;
- review of academic integrity, competency, professional conduct, and safe practice matters relevant to assessment and progression;
- review of feedback from students, staff, committees, external moderation, benchmarking, accreditation, and quality assurance activities; and
- identification and implementation of continuous improvement activities where required.

The Education and Grading Committee and Academic Board are responsible for oversight of academic quality assurance, academic standards, moderation outcomes, and governance compliance relating to grades and results.

These Procedures must be read in conjunction with the Grades and Results Policy and other relevant ACC policies and procedures relating to assessment, attendance, academic integrity, academic progress, grievances and appeals, professional conduct, student support, deferred assessment, and records management.

REVIEW

The ACC's *Grades and Results Procedures* document is normally reviewed every three years.

This Policy may be reviewed earlier where required due to regulatory, accreditation, legislative or

organisational changes.

RELATED POLICY DOCUMENTS

- Grades and Results Policy and associated Procedures
- Academic Credit Policy and associated Procedures
- Academic Integrity Policy and associated Procedures
- Academic Progress Policy and associated Procedures
- Student Support Policy and associated Procedures
- Students at Risk Policy and associated Procedures
- Attendance Policy and associated Procedures
- Artificial Intelligence Policy
- Student Grievance and Appeals Policy and associated Procedures
- Assessment of Coursework Policy and associated Procedures.

APPENDIX A — GRADE CLASSIFICATIONS AND RESULT CODES

Grade / Result	Description	Outcome
HD	High Distinction	Pass
D	Distinction	Pass
C	Credit	Pass
P	Pass	Pass
F	Fail	Fail
PN	Non-Graded Pass	Pass
FN	Non-Graded Fail	Fail
RS	Re-sit Required	Interim
SA	Supplementary Assessment Granted	Interim
SE	Supplementary Examination Granted	Interim
DEF	Deferred Assessment Approved	Interim
NS	Examination Not Sat	Interim
PO	Practicum Outstanding	Interim
RO	Result Outstanding	Interim
W	Withdrawn	Administrative
WH	Withheld	Administrative
SP	Supplementary Pass	Pass
NH	Fail – Hurdle Requirement Not Met	Fail
AF	Absent Fail	Fail
WF	Withdrawn Fail	Fail

Grade Classifications

Grade	Percentage Range
HD	85–100%
D	75–84%
C	65–74%
P	50–64%
F	0–49%

All student grades are rounded to the nearest integer (e.g., 44.5% rounds to 45%, and 44.4% rounds to 44%).

Result Code Conditions

Result Code	Condition
RS	Student has been granted an approved re-sit or remediation opportunity for a hurdle or other designated assessment requirement.
SA	Student has been granted supplementary assessment in accordance with these Procedures.
SE	Student has been granted a supplementary examination in accordance with these Procedures.
DEF	Student has been granted deferred assessment in accordance with ACC policies and procedures.
NS	Student did not attend a required examination or assessment activity and the final academic outcome remains unresolved or subject to further determination.
PO	Practicum, placement, clinical, or other professional practice requirements remain incomplete.

RO	Finalisation of the result remains outstanding pending completion of assessment, moderation, administrative, or other academic processes.
SP	Student has successfully completed an approved supplementary assessment or supplementary examination.
NH	Student has failed to satisfy a mandatory hurdle assessment or other compulsory unit requirement.
AF	Student failed the unit due to failure to attend, complete, or submit required assessment activities in accordance with unit requirements.
WF	Student withdrew from the unit after the relevant census or withdrawal date and received a fail outcome in accordance with ACC policies and procedures.
W	Student withdrew from the unit in accordance with ACC policies and procedures without academic penalty and within the approved withdrawal period.

Certain result codes may continue to appear on historical academic records or transcripts where they were assigned under previous ACC policies, procedures, or administrative systems.

Re-sit, Supplementary, and Deferred Assessment Outcomes

Assessment Type	Maximum Final Result Available Following Successful Completion
Re-sit / Remediation	Pass (P) unless otherwise approved by the Education and Grading Committee
Supplementary Assessment / Supplementary Examination	Supplementary Pass (SP)
Deferred Assessment	Unrestricted

Notes

1. Grades and result classifications remain provisional until reviewed and moderated through the Education and Grading Committee process and approved by the Academic Board.
2. Re-sit, supplementary, deferred, interim, and withheld results are interim administrative classifications and do not constitute final grades for the unit.
3. Additional conditions relating to hurdle assessments, remediation, supplementary assessment eligibility, deferred assessment, progression, and attendance requirements are specified in these Procedures and associated ACC policies and procedures.
4. Certain units may include mandatory competency-based, practical, clinical, placement, or professional requirements which must be satisfied regardless of aggregate mark achieved within the unit.

APPENDIX B — HURDLE ASSESSMENT RE-SIT AND REMEDIATION FRAMEWORK

Circumstance	Outcome / Eligibility
Student successfully completes all hurdle assessment requirements	Student remains eligible to pass the unit subject to all other unit requirements being satisfied
Student fails a hurdle assessment	Student may be eligible for one re-sit, reassessment, or remediation opportunity in accordance with the relevant Unit Profile and these Procedures
Student fails a hurdle assessment but does not satisfy attendance or participation requirements	Student may be deemed ineligible for re-sit or remediation opportunities
Student fails a hurdle assessment and professional conduct, competency, or safe practice concerns exist	Re-sit or remediation eligibility may be restricted or denied
Student is granted a hurdle re-sit or remediation opportunity	Interim result of RS recorded pending outcome
Student successfully completes the hurdle re-sit or remediation activity	Hurdle requirement satisfied and applicable final grade determined in accordance with these Procedures
Student fails the hurdle re-sit or remediation activity	Failure of the relevant assessment and, where applicable, failure of the unit
Student does not attend or complete an approved hurdle re-sit or remediation activity without approved grounds	Re-sit or remediation opportunity forfeited and applicable fail outcome applied

Hurdle Re-sit and Remediation Conditions

1. Hurdle re-sits and remediation activities are intended to provide an additional opportunity for students to demonstrate attainment of learning outcomes, competencies, practical skills, clinical capability, professional behaviours, or other essential assessment requirements that were not satisfactorily demonstrated in the original assessment.
2. Hurdle re-sits and remediation opportunities are not automatically granted and remain subject to:
   - the requirements specified in the relevant Unit Profile;
   - satisfaction of mandatory attendance and participation requirements;
   - professional conduct and safe practice considerations;
   - accreditation or professional requirements where applicable; and
   - approval through relevant ACC academic processes.
3. Re-sit or remediation activities may take a different format to the original assessment provided that the reassessment:
   - assesses equivalent learning outcomes, competencies, or requirements;
   - maintains equivalent academic and professional standards; and
   - is consistent with the requirements of the relevant unit and program of study.
4. Unless otherwise approved by the Education and Grading Committee, the maximum final result available following successful completion of a hurdle re-sit or remediation activity is a Pass (P – 50%).
5. Additional remediation, placement, practical participation, competency demonstration, or professional requirements may be imposed where necessary to support demonstration of competency attainment, professional capability, or safe practice requirements.

APPENDIX C — SUPPLEMENTARY ASSESSMENT, SUPPLEMENTARY EXAMINATION, AND DEFERRED ASSESSMENT FRAMEWORK

Supplementary Assessment and Supplementary Examination Eligibility

Circumstance	Outcome / Eligibility
Student has demonstrated substantial attainment of unit learning outcomes but has not achieved a passing result	Student may be considered for supplementary assessment or supplementary examination
Student has satisfied all hurdle assessment requirements	Student may remain eligible for supplementary assessment or supplementary examination subject to other eligibility requirements
Student has failed a hurdle assessment following any permitted re-sit or remediation opportunity	Student is not normally eligible for supplementary assessment or supplementary examination
Student has not satisfied mandatory attendance or participation requirements	Student may be deemed ineligible for supplementary assessment or supplementary examination
Professional conduct, competency, fitness for practice, or safe practice concerns exist	Supplementary assessment or supplementary examination eligibility may be restricted or denied
Extent of failed learning outcomes or assessment requirements is too substantial to be reasonably remediated	Student is not eligible for supplementary assessment or supplementary examination
Student granted supplementary assessment	Interim result of SA recorded pending outcome
Student granted supplementary examination	Interim result of SE recorded pending outcome
Student successfully completes supplementary assessment or supplementary examination	Final result amended in accordance with these Procedures
Student fails supplementary assessment or supplementary examination	Failure of the relevant assessment requirement and/or failure of the unit where applicable
Student does not attend or complete supplementary assessment or supplementary examination without approved grounds	Supplementary opportunity forfeited and applicable fail outcome applied

Deferred Assessment Framework

Circumstance	Outcome / Eligibility
Student unable to attend or complete assessment due to approved illness or exceptional circumstances	Student may apply for deferred assessment
Deferred assessment application approved	Interim result of DEF or I recorded pending completion
Student completes deferred assessment successfully	Final result determined without grade restriction
Student fails a deferred hurdle assessment	Student may be eligible for a hurdle re-sit or remediation opportunity in accordance with Appendix B
Student fails a deferred assessment and satisfies supplementary eligibility requirements	Student may be considered for supplementary assessment or supplementary examination in accordance with these Procedures
Student fails a deferred assessment and does not satisfy supplementary eligibility requirements	Applicable fail outcome applied
Student does not complete deferred assessment within required timeframe without approved grounds	Deferred opportunity forfeited and applicable fail outcome applied

Supplementary and Deferred Assessment Conditions

1. Supplementary assessment and supplementary examination provide a limited additional assessment opportunity for eligible students who have demonstrated substantial attainment of the learning outcomes and requirements of a unit but have not achieved a passing result.

2. Deferred assessment is intended to provide an equivalent assessment opportunity for students who were unable to undertake the original assessment due to approved illness, exceptional circumstances, or other approved reasons recognised by the ACC.
3. Supplementary, supplementary examination, and deferred assessment activities may take a different format to the original assessment provided that the assessment:
    - assesses equivalent learning outcomes and requirements;
    - maintains equivalent academic and professional standards; and
    - is consistent with the requirements of the relevant unit and program of study.
4. Unless otherwise approved by the Education and Grading Committee:
    - the final result classification awarded following successful completion of supplementary assessment or supplementary examination will normally be Supplementary Pass (SP); and
    - deferred assessment outcomes are not grade restricted.
5. Students undertaking supplementary, supplementary examination, or deferred assessment activities must comply with all applicable attendance, participation, competency, placement, professional conduct, and safe practice requirements relevant to the assessment activity.
6. Approval of supplementary, supplementary examination, or deferred assessment does not exempt a student from satisfying any mandatory hurdle, competency-based, placement, professional, attendance, or other unit requirements.
7. For the purposes of supplementary assessment eligibility, a final unit mark of 44.5% or greater prior to rounding will normally be considered eligible for consideration for supplementary assessment or supplementary examination, subject to satisfaction of all other eligibility requirements specified in these Procedures.
8. Deferred assessment outcomes are subject to the same hurdle, remediation, supplementary assessment, attendance, competency, professional conduct, and progression requirements that would have applied to the original assessment activity.

APPENDIX D — GRADES AND RESULTS GOVERNANCE WORKFLOW

Stage	Responsibility	Key Activities
Assessment Design and Approval	Unit Coordinator / Program Coordinator / Academic Dean / PDC / Academic Board	Development and approval of assessment requirements, hurdle requirements, grading criteria, and Unit Profile information
Assessment Delivery and Marking	Assessor / Clinical Educator / Supervisor	Conduct of assessment activities, marking, grading, provision of feedback, and compilation of provisional assessment outcomes
Compilation of Provisional Results	Unit Coordinator	Review and compilation of assessment outcomes, verification of grading calculations, identification of hurdle, remediation, supplementary, deferred, and progression matters
Assessment Administration and Moderation Preparation	AOM	Coordination of assessment administration processes, preparation of moderation documentation, compilation of grades and results data, and preparation of materials for EGC review
Review and Moderation	EGC	Review and moderation of grades and results, consideration of hurdle outcomes, supplementary assessment, remediation, progression, competency, professional conduct, and safe practice matters, and confirmation of recommended academic outcomes
Approval of Final Grades and Results	EGC	Approval of final grades and results in accordance with ACC governance requirements
Release of Grades and Results	Unit Coordinator / AOM / Authorised ACC Administration	Release of approved grades and results through authorised ACC systems and processes
Amendment of Grades and Results	Education and Grading Committee / Academic Board / Authorised ACC Process	Amendment of grades or results where required following moderation, supplementary assessment, deferred assessment, review, appeal, academic integrity, administrative correction, or other authorised process
Review and Appeal Processes	Academic Dean / Authorised ACC Process / Academic Appeals Process	Management of grade reviews, academic appeals, reassessment referrals, and associated academic governance processes
Records Management and Archiving	AOM / Authorised ACC Administration	Maintenance, storage, confidentiality, retention, and disposal of assessment and academic records in accordance with ACC requirements

AOM: Academic Operations Manager; EGC: Education and Grading Committee; PDC: Program Development Committee.

Governance Notes

1. All grades and results remain provisional until reviewed, moderated and approved through the Education and Grading Committee.
2. The Education and Grading Committee performs the formal moderation and academic review function for grades and results at the ACC.
3. Final grades and results may only be released following Education and Grading Committee approval except where otherwise authorised in accordance with ACC governance requirements.
4. Grades and results may be amended following moderation, supplementary assessment, deferred assessment, review, appeal, academic integrity, administrative correction, or other authorised academic or governance processes.
5. All stages of the grades and results workflow must be conducted in accordance with ACC requirements relating to academic integrity, procedural fairness, confidentiality, records management, accreditation, governance, and academic quality assurance.

VERSION CONTROL

Document: A011 Grades and Results Policy and Procedures		
Responsible Officer: Academic Dean		
Initially Approved by: Academic Board		**Date:** 11 November 2020
Reviewed and approved by: Academic Board		**Next Review:** March 2023
Reviewed and Approved: Academic Board		**Date:** 14 December 2022
Reviewed and Approved: Chair Academic Board		**Date:** 14 April 2023
Reviewed and Approved: Chair Academic Board		**Date:** 12 June 2024
Reviewed and Approved: Chair Academic Board		**Date:** 9 September 2026
Version: V4.0	**Replaces version(s):** V3.0	**Date:** September 2029
HESF	1.4 Learning Outcomes and Assessment	1.4.3 1.4.4
Nature of Change	December 2022 • Separate Policy and Procedures • Consolidate A011 Grades and Results and T004 Review of Grades • Include Diploma program • Convert Subject to Stream • Confirm unit rather than subject • Detail the procedures • Confirm the involvement of the Grade Moderation Committee and approval of grades by the Academic Board. April 2023 • Minor amendments to align with the agreed policy framework • Clarify the responsibility for implementation and monitoring of the procedure. June 2024 • Clarify the Hurdle assessment requirements • Update to reflect the allocation of tasks from the Learning and Teaching Committee to both the Academic Board and the Education and Grading Committee • Amendment to position titles • Updates to related documents.	

Nature of Change	September 2026 • Comprehensive revision and expansion of the Grades and Results Procedures. • Clarification of assessment, grading, hurdle, competency and mandatory attendance requirements. • Introduction of formal provisions for re-sits, remediation, supplementary assessment/examinations and deferred assessment. • Introduction and clarification of interim result codes, grade classifications and associated academic outcomes. • Clarification of Education and Grading Committee moderation and Academic Board approval processes. • Clarification of grade review, amendment and academic appeal processes. • Updated roles and responsibilities, including the Academic Operations Manager, Unit Coordinators and Program Coordinators. • Addition of appendices covering grade/result codes, hurdle re-sit and remediation, supplementary/deferred assessment, and the grades and results governance workflow.