

All applications for a short extension must be submitted as early as possible before the assessment task deadline. No late applications submitted after the assessment task deadline will be accepted. Students who miss an assessment task deadline should refer to 6. Special Consideration. Course Authorities determine if each assessment task is eligible for a short extension prior to each term and, where eligible, elect the duration of one to seven days.

Students with an applicable Equitable Learning Plan (ELP) are able to decide whether their ELP or the Short Extension best serves their unique needs on a case-by-case basis for each assessment task applicable for Short Extension.

task.

Students with an Equitable Learning Plan (ELP) are eligible to apply for Special Consideration in

Where a student fails an assessment task in any course(s) in the final Term of their program but does not have an approved Special Consideration for that task, and this failed assessment task results in a

9.2.1. Separate Year Honours Programs

For Separate Year Honours programs, the calculation of class of award will be determined from the student's WAM for all of the courses (research-based and coursework) required for the program. Only courses taken while enrolled in the Honours program, and specified in the program rules, may count towards the award class WAM.

9.2.2. Embedded Honours programs

Embedded Honours programs may use an approved weighted WAM calculation which reflects the relative importance of different components of the curriculum in the awarding of a class of Honours. Examples of this may include higher relative

- Tasks related to assessment design as listed in the *Assessment Design Procedure*.

Registrar & Student Services will be responsible for:

- Assessing the eligibility of applications for short extension and Special Consideration and determination of outcome as agreed in consultation with the Course Authority;
- Setting and notification of processing deadlines;
- Ensuring that examination practices are transparent, fair and consistently applied;
- Providing resources to assist staff with the practice of managing School examinations;
- Managing Assessment Planning via myUNSW;
- Scheduling of the examination timetable for centrally and School managed exams;
- Coordinating examination paper submission for centrally managed invigilated exams;
- Recruitment, training, coordination and management of supervisors for centrally timetabled invigilated exams;
- Coordination and management of centrally timetabled exams for students registered with the Equitable Learning Services; and
- Security of examination papers once submitted.

For roles and responsibilities related to quality assurance and assessment design see the *Assessment Design Procedure*.

Accountabilities	
Responsible Officer	Deputy Vice-Chancellor Academic Quality
Contact Officer	Pro Vice-Chancellor Education and Student Experience
Supporting Information	

Legislative Compliance

This Procedure supports the University's compliance with the following legislation:

Disability Discrimination Act 1992 (Cth)

Tertiary Education Quality and Standards Agency Act 2011 (Cth)

Higher Education Standards Framework (Threshold Standard 3) (2015)

	<ol style="list-style-type: none"> 1. Open – there is no direct human supervision of the assessment and no means of authenticating the identity of the test-taker. This includes online tests without any requirement for registration. 2. Controlled – there is no direct human supervision of the assessment, but the assessment is made available only to known students. This includes online tests that require test-takers to logon. 3. Supervised – there is a level of direct human supervision and the identity of the test-taker can be authenticated. This includes online tests that require a student to logon and an invigilator to confirm the identity of the student. 4. Managed – there is a high level of human supervision and control (time, place etc.) over the assessment. This includes online tests that are delivered in a supervised physical space. 			
Assessment task	An assessment task refers to a specific activity relating to any method of assessment that requires students to demonstrate their learning towards an intended learning outcome.			
Educational adjustments	Educational adjustments are measures or actions taken to assist a student with a disability to participate in education and training on the same basis as other students. Adjustments may be made in relation to teaching, learning and assessment that assist a student to access course content and assessments.			
ELS	Equitable Learning Service			
Fit	Generally feeling well and functioning effectively			
Learning outcomes	Learning outcomes describe the knowledge, skills and capabilities that students are expected to develop during a course or program of study.			
Moderation	Moderation is a quality assurance process that is used to check that assessment practices are applied equitably to all students in the same program or course. Moderation includes processes put in place prior to marking and grading to ensure assessors understand assessment criteria and performance standards, and those put in place subsequently to ensure consistency in their application. Moderation ensures that marks or grades are awarded appropriately and consistently.			
Performance standards	Performance standards describe different levels of learning achievement in relation to learning outcomes.			
Short Extension	A short extension is an extension to the submission deadline of an assessment task other than an examination that may be from one to seven days. The course authority will determine which assessment tasks are eligible for short extension.			
Special Consideration	Special Consideration is the process for assessing and addressing the impact on students of short-term events, beyond the control of the student, that affect performance in a specific assessment task or tasks.			
Standards based assessment	Standards-based assessment is the judgement and reporting of student learning achievement based on predefined learning outcomes and performance standards. Standards-based assessment can apply at the level of the program, course or assessment task.			
Supplementary assessment	A supplementary assessment is an additional assessment (resit) that is provided to a student who has failed or was unable to complete an initial assessment.			
Term	Term is the collective noun for all types of academic calendar periods of study at UNSW, (e.g. Term, Semester, Hexamester).			
Revision History				
Version	Approved by	Approval date	Effective date	Sections modified
1.0	Deputy Vice-Chancellor Education	9 December 2016	20 February 2017	New procedure

1.1	Deputy Vice-Chancellor Academic	12 April 2018	12 April 2018	Minor changes for clarification (sections 2.3, 5 and 6.2, reorder sections 5 and 6)
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1.2 President and Vice-Chancellor

Appendix 1

Guide to UNSW Marks and Grades

The following grades result in courses being treated as successfully completed for the purposes of calculating Academic Standing

High Distinction	HD	An outstanding performance; mark range 85–100. Indicates that the student has produced outstanding work and has demonstrated a high level of understanding across the entire content of the course. This grade without a mark given a notional value of 90 for calculations of Weighted Average Mark.
Distinction	DN	A superior performance; mark range 75–84. Indicates that the student has demonstrated superior ability to consider the course and its assessment requirements from

