# Higher Education Coursework Assessment Policy and Procedure

# Section 1 - Preamble

(1) Charles Darwin University (‘the University’, ‘CDU’) uses assessment to measure and assure student learning and achievement against course and unit learning outcomes, while fostering the skills of lifelong learners prepared to meet the challenges of a complex, changing world.

(2) The University is committed to fostering a flexible and inclusive learning environment that enables students from diverse backgrounds to engage meaningfully with assessment and achieve high academic standards.

# Section 2 - Purpose

(3) This policy and procedure outline the principles that underpin the University's approach to the assessment of student learning and the expectations and processes relating to assessment and feedback.

(4) This policy and procedure support staff to deliver assessment and provide feedback to support students to achieve the requirements of their course.

# Section 3 - Scope

(5) This policy and procedure applies to higher education staff, all students enrolled in higher education coursework courses at the University, and to the coursework components of higher degree by research (HDR) courses.

a. Students enrolled in units that have a formal, end-of-semester examination as an accredited assessment item should read this policy in conjunction with the Higher Education Examination Policy.

# Section 4 - Policy

(6) The purpose of assessment is to evaluate student progress and achievement of identified learning outcomes which include Unit and Course Learning Outcomes, inherent requirements, graduate attributes, industry competencies and any other relevant criteria.

(7) The University ensures that assessment practices uphold high academic standards and provide assurance of student learning.

(8) Assessment is designed to support learning and foster academic success following the principles outlined in this policy.

### Assessment principles

**Assessment is purposeful and developmental**

(9) Assessment is designed purposefully.

a. Assessment type and requirements show purposeful alignment to real-world experiences where possible.
b. Assessments allow students to demonstrate their learning in a variety of ways.
c. Assessments are culturally appropriate and respectful.

(10) Assessment engages students in meaningful and scaffolded activities which allow the demonstration of progress and achievement within a unit and across a course.

(11) Logical progression through learning content allows meaningful assessment to measure learning outcomes within a unit and across a course.

(12) Assessment allows students to demonstrate progressive knowledge, skills, attributes, and competencies and consolidate learning to meet the learning outcomes.

(13) The level of use of generative artificial intelligence (Gen AI) in a learning activity or assessment is deliberate and purposeful.

a. Acceptable and meaningful use of Gen AI will be made explicit in assessment information.

**Assessment provides useful feedback**

(14) Students will be given timely, instructive, and constructive feedback about their performance on assessment tasks, including examinations, which will explain:

a. how they have performed against the relevant assessment criteria and unit learning outcomes; and
b. where their performance can be improved.

(15) Assessment information clearly defines assessment requirements including the type of feedback a student will receive and how they will receive it.

(16) Assessment evidence may be used in diagnostic, formative and summative ways.

(17) Feedback is appropriate to the purpose and type of assessment and effort required.

(18) Students are given the opportunity to receive early feedback on their learning progress. For semester delivery and intensive teaching periods, this will be by way of a summative assessment of not more than 10%, prior to the Census Date of the unit.

(19) Marks and feedback are provided within ten (10) working days of assessment submission and no later than five (5) working days before the next assessment is due, or equivalent for intensive teaching periods.

**Assessment is manageable and equitable**

(20) Assessment should be scheduled to allow for marking and feedback and take into consideration the study plan and reasonable study load.

(21) The total assessment workload required for a student is proportionate to the unit's volume of learning.

(22) Assessment processes including marking, moderation, validation and review should be considered when planning academic staff workloads.

(23) Assessment practices are equitable and allow for reasonable adjustments.

(24) Assessment requirements will be written in plain English.

(25) Students will be provided with appropriate support to help them understand how to engage with assessment tasks, including interpreting criteria, navigating formats, and developing strategies for successful completion.

(26) Students may request a reasonable adjustment to support participation in their study under the Students with Disability Policy, seek special consideration measures where circumstances have impacted their performance on an assessment item, and/or access other support services.

**Assessment is authentic, relevant and appropriate**

(27) Assessment design across a course considers First Nations perspectives, knowledges, and experiences.

(28) Assessments represent appropriate, meaningful, and significant demonstrations of knowledge, skills, attributes, and competencies.

(29) A variety of assessment types are used within a unit and across a course and may include real-world and industry specific formats.

(30) Student progress and achievement is determined using multiple sources of evidence from assessments within a unit and across a course.

**Assessment is clearly aligned**

(31) Assessments adhere to all relevant internal and external criteria and standards, including the Australian Qualifications Framework (AQF), the Higher Education Standards Framework (Threshold Standards) 2021, relevant University governance documents, and professional body standards.

(32) Assessment design ensures alignment to unit learning outcomes and progressive development towards course learning outcomes.

(33) Teaching activities are aligned to the purpose and type of assessment and the specified learning outcomes.

**Assessment is valid and effective**

(34) Assessment is based on clearly established criteria and standards which are consistently applied.

(35) Assessment and marking criteria allow valid and reliable judgements to be made about student performance in relation to learning outcomes.

(36) Assessment design will promote academic integrity while ensuring that the values of honestly, respect, trust, responsibility, fairness, and courage are clearly communicated and supported. Students and staff are responsible for actioning and upholding these values, as specified in the Academic Integrity Policy.

(37) Secure assessments ensure valid information and evidence about student progress towards or achievement of learning outcomes is provided. These may include assessments that verify the student's identity, ensure the demonstration of original work or are checked for compliance with the Academic Integrity Policy.

(38) Secure assessments are applied across a course at appropriate progression points to assure that a student has met the knowledge, skills, and attributes required to achieve each course learning outcome.

a. All capstone units must contain secure assessment/s.
b. Any assessment identified as a hurdle assessment must be secure to verify that the student has met the

minimum standard.

**Assessment quality is subject to continuous improvement**

(39) Student feedback, outcomes, and complaints about assessment are regularly reviewed and inform unit and course development and assessment improvement.

(40) Assessment quality is assured through internal and external quality assurance initiatives including moderation, validation, benchmarking and calibration.

## Roles and responsibilities

(41) The University, academic staff and students are responsible partners in learning and assessment and have key roles to play in the achievement of learning outcomes.

(42) The University aims to support stakeholders to ensure assessments follow the principles of this policy. The University has a responsibility to:

a. ensure systems and processes are in place to enable implementation of this policy;
b. ensure the total assessment workload required for a student is proportionate to the unit's volume of learning and aligned to the relevant AQF level;
c. monitor the effectiveness of both student achievement and teaching methods, and ensure assessment practices are subject to regular review, moderation, continuous evaluation, and improvement; and
d. adhere to timelines for amendments to units and courses as per the Higher Education Course and Unit Accreditation Procedure.

(43) Academic staff have a responsibility to:

a. teach each skill, knowledge, and attribute they plan to assess and provide clear and explicit guidance on assessment requirements within a unit;
b. structure assessment across the course to support progression of academic literacies and assessment conventions in alignment with AQF standards;
c. design and develop diverse assessments that support teaching and learning objectives and that provide evidence of a student's achievement of the relevant learning outcomes;
d. ensure assessment practices are equitable and take into consideration any disadvantage to a student resulting from disability or unforeseen circumstances;
e. ensure assessments foster reliable judgments about student progress and performance against learning outcomes based on multiple sources of evidence and student achievement;
f. ensure assessment information is communicated clearly and in a timely manner to students;
g. clearly articulate assessment criteria, weightings, and level descriptors so that students have a clear understanding of each assessment, and clarify assessment items when asked;
h. provide students with timely feedback that supports their continued learning and allows them to improve their performance in future assessments;
i. engage students in productive and meaningful learning and support the development of ethical and professional behaviour;
j. provide clear explanations of what is required to complete an assessment successfully, providing opportunities to reflect on learning and practice; and
k. foster academic honesty and excellence, model good practice, and educate students in appropriate academic integrity techniques.

(44) Students have a responsibility to:

a. familiarise themselves with assessment information, including due dates and assessment requirements;
b. actively seek clarification, advice, and support as soon as possible;
c. demonstrate their learning by completing all assessments with honesty and integrity;
d. complete assessment tasks as relevant for each unit in which they are enrolled;
e. submit assessments by the due date and request extensions if required;
f. follow guidance from teaching and support staff;
g. reflect on feedback and seek further clarity as required;
h. follow the Academic Integrity Policy, acknowledge the work of others and engage honestly in assessment activities;
i. provide the lecturer with their Access Plan and request reasonable adjustments to support participation in their study under the Students with Disability Policy; and
j. seek special consideration measures where circumstances have impacted their performance on an assessment item.

# Section 5 - Procedure

## Assessment

(45) Assessment for a unit will include assessments undertaken during the semester/study period of the related unit or as directed by the Higher Education Examination Policy.

### Assessment design and information

(46) Assessment design must follow the HE Course and Unit Accreditation Procedure, including the timelines it sets out.

(47) When designing assessments, academic staff will:

a. follow the principles outlined in the policy;
b. ensure students are given the opportunity to receive early feedback on their learning progress;
c. identify assessments that have a high risk for breaches of academic integrity and put into place educative processes to support student to recognise the value of maintaining academic integrity; and
d. promote academic integrity through careful task design and scaffolding, clear explanations, and annual review and renewal of assessments.

(48) All unit assessment requirements will be available to students at least five (5) working days prior to the first teaching day of each semester in Learnline. This includes, but is not limited to:

a. description of the topic and a brief outline of the requirements for completion of the assessment task and what a student is expected to submit for marking;
b. whether the summative assessment task will attract a mark or be ungraded, and the relevant assessment weighting, in terms of both the marks for the task and the proportion of total marks for the unit;
c. whether units contain hurdle assessments;
d. how to submit the assessment task, and the time and date by which the task is due;
e. where group work is included, assessment requirements will clearly indicate both the volume of learning for the individual student and describe how the individual's contribution will be graded;
f. clear guidelines and relevant sources on the referencing system that must be used; and

g. clear information about the appropriate and meaningful use of Gen AI.

**Marking criteria**

(49) Marking criteria, in the form of a marking schema or rubric, will be provided to students clearly outlining how performance in assessment will be measured.

(50) The marking schema or rubric will be appropriate to the assessment purpose, type, and criteria to be assessed.

(51) Details will be provided on how marks will be assigned for group work and/or peer assessment, where relevant.

(52) Students will be awarded marks for demonstrating the achievement of the required learning outcomes.

a. Marks will not be deducted and negative marks will not be awarded for any incomplete, incorrect or missing responses.

**Attendance**

(53) Attendance may be required for the successful completion of a unit. This may be to meet standards for professional accreditation bodies, practice-based assessment tasks, and/or work-integrated learning. Where this is required:

a. attendance will be recorded but no marks will be assigned; and
b. the minimum required attendance as a percentage will be specified as a threshold requirement; and
c. if a student does not meet the attendance requirements, a final passing grade cannot be awarded.

(54) Students may request reasonable adjustments to support participation under the Students with Disability Policy, seek special consideration measures where circumstances have impacted their attendance, and/or access other support services.

**Research projects and coursework theses**

(55) Bachelor Honours courses and some coursework courses include a research project or thesis.

(56) The unit coordinator will appoint a supervisor to supervise the research project or thesis.

(57) The course coordinator will appoint at least one (1) examiner for coursework research projects and theses according to the requirements of the discipline.

(58) No examiner will have participated in the supervision of the candidate and at least one (1) examiner will be external to the Faculty.

(59) In circumstances where an external examiner cannot be appointed, the Faculty Pro Vice-Chancellor may approve the appointment of all examiners from within the Faculty.

(60) Where the research project or thesis includes a production or performance component involving collaboration with others, the student's role/responsibility must be clearly specified for the purposes of examination.

(61) A report of the results of the research project will be presented in the manner as prescribed by the relevant committee of the Faculty.

## Assessment submission

(62) Unless advised otherwise, students are expected to submit assessment tasks through Learnline by the time and

date specified in the unit outline.

(63) Students are expected to meet their responsibilities in upholding academic integrity as outlined in the Academic Integrity Policy. Staff will perform originality checks, which may include processing written assessments through a CDU-authorised originality testing tool.

**Extensions to the due date of an assessment**

(64) A student can request an extension to the lecturer via the CDU online form in Learnline up until the due date and time of submission. Applications for extension after this time will need to be sought as a request for special consideration.

(65) Students are allowed one 72-hour extension once per unit per semester, without the need for supporting evidence.

a. To access this extension, students must submit a request before the due date to the lecturer via the CDU online form in Learnline and provide grounds for the extension.
b. Students must provide evidence for extension requests beyond 72 hours, or once the 72-hour unevidenced extension for a unit has been accessed.

(66) A request for extension can be made on the following grounds:

a. acute illness or medical reasons;
b. disability, as per a formally approved Access Plan;
c. personal or family circumstances;
d. unforeseen employment related circumstances;
e. religious and cultural obligations;
f. volunteer, emergency, or military service;
g. elite athlete; or
h. other unforeseen or extenuating circumstance.

(67) Submitting a request does not guarantee an extension will be granted and students should make all reasonable efforts to submit the assessment task by or as soon as possible after the due date, where practicable.

a. Discretionary activities or circumstances within the student's control, for example attendance at a placement, simulation, or intensive, attendance at sporting events, holidays, and other discretionary travel will not constitute grounds for an extension.
b. Students should be aware that an extension may prevent feedback from being received in time to be used in preparation for the next assessment.

(68) Students must complete the formal CDU extension request form online in Learnline and include the following information in their request:

a. student name and student number;
b. unit name, unit code, the assessment task name and task number;
c. current due time and date, and the proposed adjusted due date;
d. reason for requesting an extension, accompanied by relevant evidence to support the request (i.e., a medical certificate, or statutory declaration); and
e. a copy of the current draft of their assessment task (where applicable).

(69) Where a student has an Access Plan and wishes to use it as evidence, it should be a provided to the lecturer once each semester per unit to cover the student's evidence requirements for the semester.

(70) Students may be asked to provide further information to support their application. However, in the following circumstances, students will not be required to provide further information:

a. Where an extenuating circumstance has impacted a portion of their community and this has been acknowledged by the University; or
b. Where a student is participating in a First Nations Cultural Observance.

(71) Extensions without penalty may be approved for up to seven (7) calendar days for an assessment.

a. Extension requests beyond this timeframe (up to a maximum of three (3) months) will need to be submitted as a Special Consideration request and will be subject to approval by the Associate Dean Learning and Teaching of the faculty.
b. Alternative arrangements may be made for students on an Access Plan.

(72) Students will receive an outcome in writing within three (3) working days of submission. Outcomes may include:

a. approval of the extension request in full or for a lesser specified duration; or
b. the request is not approved, and advice about the late submissions must be provided, including the requirement to submit and penalties that will be incurred.

(73) Where a student requests special consideration for a final exam, this will be assessed in accordance with the Higher Education Examination Policy.

**Special consideration**

(74) Requests for special consideration must be made in writing to the Faculty via the online form within three (3) working days after the due date of an assessment task, but no later than ten (10) working days in the case of extenuating circumstances.

a. Applications must be accompanied by relevant supporting evidence (e.g., medical certificate, letter from employer, statutory declaration, copy of an accident report etc).
b. The student may be asked to clarify information or provide additional evidence to support their application.

(75) Students will receive a written response within three (3) working days of their submission, including details of the basis of any decisions.

a. Where an application for a special consideration is accepted, the outcome may include either the opportunity for re-submission or an alternative assessment task.

(76) A student who undertakes an alternative assessment task will have their new mark applied, which may be lower than the first mark originally achieved.

**Penalties for late submission**

(77) Students will be encouraged to submit assessments on time to allow for marking and feedback to be provided in a timely manner. Where a student is unable to meet the deadline for submission, they should contact their lecturer to discuss their options or submit an application for extension.

(78) Assessment tasks that are lodged after submissions have closed, will be penalised 5% of the total assessment

mark available, for each calendar day late unless an extension or application for special consideration has been approved.

a. For example, where the total assessment mark is 30 and the assessment is due at 8.00am on a Friday, and the student submits at 1.00pm on the Saturday, the student will be penalised 5% for the Friday and 5% for the Saturday, resulting in a reduction of the assigned mark by 3 marks (i.e. 30 x (0.05 + 0.05) = 3%). An assessment mark of 25 would be reduced to 22 following application of the late penalty.
b. Late assessment tasks will not be accepted after seven (7) calendar days, and the student will receive zero (0) marks.

## Release of marks and feedback to students

(79) Feedback will be provided to each student according to this policy. Additionally:

a. If marks and feedback cannot be provided to a student within ten (10) working days of the assessment submission due date or at least five (5) working days before the subsequent assessment due date, the Faculty Pro Vice-Chancellor may approve an amended timeline, which must be communicated to students along with reasons for the delay, in the case of:
    i. extenuating circumstances; or
    ii. an academic misconduct investigation.
b. Students are encouraged to review feedback and reflect on the basis for the assessment outcome to inform further learning and improvement.
c. Lecturers must be prepared to justify the allocation of marks in accordance with the marking criteria and provide students with further feedback, if requested.

(80) Where a student has concerns about how marks have been awarded or does not understand why they achieved their mark, they should contact their lecturer within five (5) working days of receiving the marked assessment.

### Review of a marked assessment item

(81) A student may request a review of a marked assessment item from the Course Coordinator within ten (10) working days of receiving the assessment mark or after meeting with the lecturer and/or unit coordinator.

a. A request after this time may not be accepted.

(82) The following reasons will not be accepted as a reason to initiate a review of a marked assessment item:

a. disagreement with the mark awarded without academic grounds;
b. the amount of effort and work a student has put into the assessment task;
c. financial or other implications of not passing;
d. a study overload; and
e. marks or grades received by the student in other units.

(83) The Course Coordinator will review the request for the assessment re-mark and advise the student within five (5) working days of the outcome and reasons for the decision.

(84) Where an assessment re-mark is granted, the assessor will be given a de-identified copy of the student's original assessment task submission, where possible, and asked to mark the assessment with consideration to the unit outline and the relevant marking criteria.

a. The original marker's grade and comments will not be provided to the second assessor.

(85) The Course Coordinator will notify the student in writing within ten (10) working days whether the outcome of the re-mark resulted in:

a. a change of assessment result and/or unit grade; or
b. no change to the assessment result and/or unit grade.

**Review of a final grade**

(86) Official final grades will be conveyed to students in accordance with the Grading Policy.

a. Assessment marks/scores displayed in Learnline are indicative only, and may not be reflective of the final grade.

(87) The following reasons will not be accepted as a reason to initiate a review of a final grade:

a. disagreement with the grade or mark awarded, without academic grounds;
b. the amount of effort and work a student has put into the assessment task;
c. the grade being in close proximity to the grade of the next level;
d. financial or other implications of not passing a unit;
e. a study overload; and
f. marks or grades received by the student in other units.

**Applying for a review of a final grade**

(88) A student may request a review of a final grade within ten (10) working days of the grade release date by emailing reviews@cdu.edu.au.

a. Applications must clearly outline the grounds for which the review is made and provide supporting evidence where relevant.
b. A request after this time may not be accepted.

(89) Student Conduct & Complaints Management Unit will acknowledge receipt of the application within two (2) working days and assess the request.

a. Students may be asked to clarify the application, provide a detailed statement or provide additional evidence.

(90) Student Conduct & Complaints Management Unit will either:

a. refer the review to the relevant Review Officer; or
b. reject the application based on it failing to meet the conditions of application. In this instance the existing final grade will stand.

(91) The student will be notified in writing, by the Review Officer, of the outcome of their application within ten (10) working days of receipt and include the reasons for the decision and actions to be taken.

a. A copy of the outcome will also be sent to Student Conduct & Complaints Management Unit.

(92) The outcome of such a review will be final.

## Assessment quality

(93) Assessment and academic standards are monitored by the Higher Education Faculty Assessment Review Panels

and across the University by the Learning and Teaching Committee, to ensure the quality and continuous improvement of assessment activities.

(94) The Faculty must ensure that its moderation practices specify:

a. how assessment tasks are reviewed in relation to unit objectives, student workload and, where applicable, professional accreditation requirements;
b. practices ensuring consistent, valid and reliable judgements are made about student performance in relation to learning outcomes within and across courses. This might include the use of; marking guides; second marking, where a second marker assesses a representative sample of student work; double-blind marking, where high-value assessment tasks are marked independently by two assessors;
c. how marks and grades are reviewed; and
d. how breaches of academic integrity, where present, have been addressed.

(95) Assessment validation and moderation practices are undertaken to ensure:

a. judgements about a student's performance are valid, reliable, and consistent, fair, and equitable;
b. the academic standards intended to be achieved by students are consistent with the approved AQF levels for that course; and
c. the quality of learning and the effectiveness of programs are supported by evidence.

(96) Where there is more than one marker for an assessment item in a unit, all assessments that are worth more than 30% will undergo a moderation process.

a. This will involve randomly selecting student submissions from three grade categories (from among F, P, C, D, HD).
b. Any significant difference between the original mark and moderated mark will be discussed between the unit coordinator and the moderator.
c. This process will ensure a between-marker comparison is conducted and provide the opportunity for adjustments to be made where appropriate.
d. This activity should be reported to the Higher Education Faculty Assessment Review Panel.

**Circumstances where all grades in a subject may be reviewed**

(97) In certain circumstances, the University may make a determination to review and adjust the final grades of all students or a group of students within a unit (i.e., either upwards or downwards), prior to grade release.

(98) A decision to adjust grades may only be determined once the grades for all students in a unit are available, and will occur in circumstances that include:

a. where a significant number of students in a unit receive bunched, or extremely high or extremely low grades; or
b. if there are significant inconsistencies between student cohorts undertaking the unit in different locations or by different modes, which may indicate incorrect application of the criteria and assessment standards in the subject; or
c. other evidence that may indicate a failure to properly assess student outcomes and achievements.

(99) Only those students who may be affected will be informed that the process is being undertaken and that original grades may be adjusted.

a. It may be necessary for some or all results for a unit to be withheld pending investigation and resolution. Where there are delays, students will be advised appropriately by the Faculty Pro Vice-Chancellor or delegate.

(100) Where it appears that the criteria and standards have not been appropriately applied, the Associate Dean Learning and Teaching will conduct the investigation in consultation with the Unit Coordinator and Faculty Pro Vice-Chancellor. The re-marking of assessment tasks or the adjustment of marks may be undertaken in these extenuating circumstances.

a. In these circumstances, the mapping of every grade range may be adjusted individually, and all decisions must be clearly justified and documented.
b. In all cases, the Unit Coordinator and the Faculty Pro Vice-Chancellor will be advised of the outcome and any remedial action required.

(101) The Faculty Pro Vice-Chancellor must report to the Learning and Teaching Committee and Student Conduct & Complaints Management Unit any such instances and include the background, rationale, method, and outcomes of the adjustment and actions implemented to avoid any similar problems in the future.

### Retention of assessment

(102) Assessment items not collected by students, other than completed examination papers, may be retained or destroyed in accordance with the Records and Information Management Policy and Procedure.

### Reporting

(103) Reporting on the quality of assessments will occur in accordance with the Comprehensive Reporting Framework.

#### Reporting course progress of under-18 ELICOS students

(104) The University will report the assessment outcomes and course progress of under-18 ELICOS students to their parent or guardian at the end of each teaching period.

### Review of assessment and complaints

(105) A student can submit a complaint in accordance with step 2 of the Complaints Policy - Students if they believe this policy and procedure has not been followed.

# Section 6 - Non-compliance

(106) Non-compliance with governance documents is considered a breach of the Code of Conduct - Employees or the Code of Conduct - Students, as applicable, and is treated seriously by the University. Reports of concerns about non-compliance will be managed in accordance with the applicable disciplinary procedures outlined in the Charles Darwin University and Union Enterprise Agreement 2025 and the Code of Conduct - Students.

(107) Complaints may be raised in accordance with the Complaints and Grievance Policy and Procedure - Employees and Complaints Policy - Students.

(108) All staff members have an individual responsibility to raise any suspicion, allegation or report of fraud or corruption in accordance with the Fraud and Corruption Control Policy and Whistleblower Reporting (Improper Conduct) Procedure.

## Status and Details

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|---|---|
| **Status** | Current |
| **Effective Date** | 1st March 2026 |
| **Review Date** | 1st March 2029 |
| **Approval Authority** | Academic Board |
| **Approval Date** | 29th October 2025 |
| **Expiry Date** | Not Applicable |
| **Responsible Executive** | Lisa Papatraianou<br>Deputy Provost |
| **Implementation Officer** | Lisa Papatraianou<br>Deputy Provost |
| **Enquiries Contact** | Lisa Papatraianou<br>Deputy Provost<br><br>Teaching and Learning Connect |

## Glossary Terms and Definitions

**"Reasonable adjustments"** - Adjustments that can be made to enable a student with disability to participate in education on the same basis as students without a disability. An adjustment is reasonable if it successfully balances the interests of all parties affected and does not compromise the academic standards or inherent requirements of a unit or course.

**"Faculty"** - An organisational and academic unit in the University that delivers courses and conducts research.

**"University"** - Charles Darwin University, a body corporate established under section 4 of the Charles Darwin University Act 2003. The University is comprised of the various faculties, CDU TAFE, organisational units, and formal committees, including the governing University Council and Academic Board.

**"Governance document"** - means policy or procedure published in the Governance Document Library. Policies and procedures are collectively called ‘governance documents’ and are often referred to as ‘policy’ or ‘University policy’.

**"Higher education coursework course"** - Higher education coursework courses include award courses, which lead to a qualification recognised by the AQF, and accredited non-award courses, including enabling, foundation, preparatory, bridging, study abroad, international exchange, and other types of accredited non-award courses.

**"Scaffold"** - In assessment, scaffolding means having assessment tasks build upon each other as the semester or study period progresses.

**"Secure assessment"** - Assessments that ensure valid information and evidence about student progress towards or achievement of learning outcomes is provided. These may be assessments that verify the student’s identity, ensure the demonstration of original work or are checked for compliance with the Academic Integrity Policy.

**"Semester delivery"** - A type of delivery where students complete learning activities and assessments within a semester or intensive period, in contrast to hyperflexible delivery. The mode of delivery for courses and units offered in semesters or intensives may be external, internal or mixed mode.

**"Hurdle assessment"** - An assessment task that requires a minimum level of performance as a condition of passing the unit.