WELCOME to your studies with ACER.

ACER’s mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the life span.

ACER acknowledges that professional learning occurs on a daily basis, formally and informally throughout a person’s life. With our experience in research, data collection and analysis, and tailored courses, ACER can add value to individuals’ learning and help improve practice at a larger scale. Because of this, ACER was registered as a Higher Education Provider under the Tertiary Education Quality and Standards Agency (TEQSA) Act in April 2014.

ACER professional learning activities are designed for teachers, coaches, support staff, school and system leaders, policy makers, data professionals and others who want to improve learning experiences and outcomes for students of any age.

All courses can be offered in online and blended modes.

This Handbook contains information on:
► the Australian Council for Educational Research;
► the ACER Institute;
► ACER’s Higher Education Courses;
► enrolment procedures and costs;
► expectations and outcomes (yours as well as those of ACER);
► the policies and procedures which will guide and enhance your studies with ACER.

You can also find this information on the website at http://courses.acer.edu.au.

Professor Geoff Masters AO
CEO, ACER

Dr Elizabeth Hartnell-Young,
Director, ACER Institute

courses@acer.edu.au

The Australian Council for Educational Research Ltd
A registered Higher Education Provider PRV14014
CONTENTS

About ACER 4
About the ACER Institute 5
Objectives 5
Our values 7
Equity and Diversity 7
Courses 8
Learning environment 10
Cunningham Library 11
ACER’s Professional Learning Principles 12
Feedback 13
Plagiarism 13
Learning support 14
Personal support 14
Student Fees 15
Requirements and Procedures for Admission 16
Time Limits for Course Completion 18
Refusal of Enrolments in Units 19
Assessment 20
Conferral of Awards 23
Quick link to all policies 24
ABOUT ACER

The Australian Council for Educational Research (ACER) Limited has been operating for over 80 years. ACER’s mission is to create and promote research-based knowledge, products and services that can be used to improve learning across the life span.

Today, ACER is an independent, not-for-profit organisation that supports the work of educators through a range of research-based products, data services, assessment tools and resources and professional learning.

ACER has increasing international reach in the Asia-Pacific region, in Europe, and through its offices in India, the Middle East, United Kingdom and Indonesia. ACER provides consultancy and professional development support to several countries and, for many years, managed the Program for International Student Assessment (PISA) project on behalf of the OECD.

ACER’s main campus is in Prospect Hill Rd, Camberwell, but courses can be taken online from many locations.
ABOUT THE ACER INSTITUTE

The ACER Institute was established in 2010 to provide extended programs and courses, workshops and conferences and other professional learning services for educators, policy makers and practitioners across Australia and internationally.

The Institute provides evidence-based professional learning opportunities building on the research and development strengths of ACER.

Objectives

1. Our overarching objective is improving learning across the lifespan. For ACER, this means both improving the learning of the adults who are our students, and the students that they are responsible for in institutions and systems.

2. The goal of ACER Graduate Courses is to provide education professionals with relevant, evidence-based information to immediately increase their skills, knowledge and effectiveness in their roles as teachers and education leaders.

3. Teaching at ACER aims to develop the capacity to collect, understand and use evidence to drive improvements in the quality of teaching, student learning, and organisational performance. Types of evidence that are used include:
   a. large quantitative data sets
   b. international research
   c. local collections of data based on experience

Our aim is for ACER students to improve their professional practice by:

- becoming acquainted with the wide body of evidence-based knowledge, familiar with the key texts, and able to synthesise this body of theory and research to communicate their understanding through scholarly writing.
- undertaking scholarly exploration of current and relevant theory and providing evidence of their deep understanding of the theory and current research in the area.
- demonstrating a commitment to intellectual inquiry and research.
- showing evidence of professional growth and expertise in their discipline knowledge.
- implementing new knowledge and skills that are developed through action research.
- undertaking intensive learning in appropriate pedagogical approaches.
- showing evidence of professional growth and expertise in their pedagogical knowledge.
- continuing to review and improve their practice.
Teaching at ACER is intended to model and develop the capacity to gather, understand and use evidence to drive improvements in the quality of teaching, student learning, and organisational performance.

Further, ACER aims to:

▶ ensure that teaching staff understand students’ professional backgrounds and current theoretical and practical educational interests, and demonstrate active personal scholarship.
▶ achieve immediate impact in educators’ daily practice by providing programs tailored to the level appropriate to the students.
▶ ensure participants and employing bodies see immediate and escalating benefits from the newly acquired learning.
▶ provide accessible programs for students – either online or in face-to-face modes.
▶ enable staff to undertake relevant and useful professional development activities.
▶ establish a community of learners that can continue beyond the program as a collegiate group of professionals who share a common knowledge base.

ACER seeks to develop critical and independent thought through a research-based approach to teaching and learning and expects teaching staff to demonstrate active personal scholarship.

Multiple research methods are supported, while action research is incorporated into many ACER courses. Action research is:

▶ research by practitioners, rather than about practitioners.
▶ intended to result in improvements in practice, whether at the very small scale, such as within a class, or at the larger scale of an organisation.
▶ built on reflection and reflective practice (Schön, 1983).
▶ focused on a research ‘problem’ or question developed and owned by the practitioners themselves.
▶ conducted as part of the practitioners’ daily work.

Students are encouraged to present their research projects at conferences such as ACER’s Excellence in Professional Practice (EPPC) series and to publish in a range of formats, including ACER’s online Teacher magazine.
Our values

ACER courses are designed and facilitated to support graduates to develop the values espoused by ACER:

**Expertise:** using high quality, innovative research and research-based services and materials to improve learning

**Innovation:** taking a creative, flexible and bold approach to the development of knowledge, services and materials

**Independence:** teaching in a way that is informed through research, is authoritative, and non-aligned

**Integrity:** being ethical, honest and trustworthy in all relationships and interactions

**Responsiveness:** anticipating, understanding, meeting and exceeding students’ expectations

**Reflection and improvement:** being self-reflective and listening to and learning from others in order to improve the quality of their work

**Positive relationships:** creating working environments characterised by respect, fairness, openness and support of physical and emotional wellbeing

**Individual fulfilment:** encouraging personal contribution and achievement, and the pursuit of excellence

These values guide the work of all ACER staff as well as students.

Equity and Diversity

ACER staff and students are expected to contribute to our respectful workplace culture and ensure that it remains free from harassment, intimidation, bias and unlawful discrimination of any kind.

ACER recognises the importance of equity and diversity in the workplace and the benefits that a diverse education workforce contributes to the achievement of its mission. An Equity and Diversity Officer and a network of Contact Officers provide advice and support.

ACER works towards making a practical difference in the lives of Indigenous Australians – both in education and work. We aim to facilitate capacity building, in particular the development of broad educational research skills amongst Indigenous Australians, to promulgate research by Indigenous Australians and to support employment opportunities and the career development of Indigenous Australians.
Graduate Certificate of Education (Assessment of Student Learning)

This course is designed to develop high level assessment skills and understandings. It is designed for classroom teachers, school leaders and those with leadership roles in assessment and draws on Reforming Educational Assessment: Imperatives, principles and challenges (Masters, 2013)


The Tertiary Education Quality and Standards Agency (TEQSA) has assessed the Graduate Certificate of Education (Assessment of Student Learning) against the Threshold Standards for Provider Registration and Course Accreditation. The Australian Council for Educational Research Ltd has demonstrated to TEQSA that it meets the Threshold Standards. The registration and course accreditation covers delivery at all Australian sites and by agreement, offshore.

Through this course participants will:

▶ Understand the theories and research evidence underpinning the purposes and principles of assessment and feedback in the teaching and learning cycle.
▶ Understand the uses of moderation and triangulation of data sources to inform judgements.
▶ Critically evaluate assessment in relation to defined frameworks.
▶ Critically evaluate a range of assessment methods, and use appropriate criteria to select and judge evidence.
▶ Build students’ capacity for self assessment and peer assessment.
▶ Use appropriate criteria to make unbiased judgements of student achievement based on evidence.
▶ Use assessment evidence to inform and improve current practice, identify next steps for students and identify professional development needs.

Course structure

There are four units:

Unit 1  Assessment to promote learning
Unit 2  Assessment methods
Unit 3  Estimating student progress
Unit 4  Using assessment evidence to inform teaching and learning
Course duration

Each unit represents approximately 100 hours of study including contact sessions, reading and practice-based projects, and can be presented in online and blended formats.

Entry requirements

Students must have an approved degree and have access to an educational setting for the action research components.

If you are not a native English speaker and/or if the degree is not gained in Australia, New Zealand, The United Kingdom, The United States of America or The Republic of Ireland, you must meet the required standards set by the Australian Institute for Teaching and School Leadership (AITSL):

▶ an **International English Language Testing System** (IELTS) (Academic) assessment with an average band score of 7.5 across all four skill areas of listening, speaking, reading and writing – with no score below 7 in any of the four skills areas and a score of no less than 8 in speaking and listening; or

▶ an **International Second Language Proficiency Ratings** (ISLPR) assessment with a score of level 4 in all four areas of listening, speaking, reading and writing, such assessments to be deemed valid only if provided by approved testing sites where the assessment is teacher focused; or

▶ a **Professional English Assessment for Teachers** (PEAT) assessment of A in all four areas of listening, speaking, reading and writing.
LEARNING ENVIRONMENT

ACER courses aim to build a community of learners through ensuring equity of access and supporting communication. Geographically, ACER students are based in many locations across Australia and the world. Through a blend of online and face to face meetings, or fully online study, students can benefit individually while contributing to a community.

An emphasis on social learning ensures that all ACER courses provide participants with multiple opportunities for collaboration with our community of learners, including action research, the investigation of tools and frameworks, data analysis, presentations, and rich reflections on content and practice. Online activities take into account the infrastructure available to students, ensuring a stable, consistent quality of access, regardless of available bandwidth.

ACER’s online courses employ a range of cutting edge technologies in order to provide students with an authentic, modern digital learning environment. Courses operate through a customised installation of Moodle, through which students can self-manage their own enrolment, access curriculum content, collaborate and share with their peers, and explore the range of products offered by ACER. This is augmented with interactive packages authored using Articulate Storyline, which are optimised for mobile access through mobile phones and tablets. Our suite of learning technologies has been curated to ensure that content is engaging, exciting, and promotes collaboration amongst ACER’s learning community.
ACER’s Cunningham Library offers ACER Institute students an up-to-date collection of educational research publications including:

- over 50,000 books, including some electronic books
- over 400 journals including many electronic journals
- eJournals
- government reports
- conference proceedings
- databases, directories and research discovery tools
- web documents & eBooks

ACER students can explore a wide range of information about services and databases from Cunningham Library’s website at www.acer.edu.au/library.

Databases such as the Library Catalogue and ACER’s Research repository are available for searching free of charge to the public. Others are available as part of your student enrolment.

**Online services which the ACER Cunningham Library offers include:**

- daily education news service
- remote access to selected database and full text journals
- provision of unit readings where possible
- customised alerting services

The library in Camberwell is open from 9am–5pm Monday to Friday.
ACER’S PROFESSIONAL LEARNING PRINCIPLES

Professional learning with ACER is

*Needs based*
ACER professional learning activities are based on evidence of:
▶ participants’ current performance context and available resources
▶ participants’ knowledge and capabilities

*Evidence informed*
The content of ACER professional learning activities is informed by evidence from:
▶ large scale data collections
▶ research into practices that have worked in similar settings

*Practice oriented*
Whether online, blended or face to face, ACER professional learning activities are conducted in a social context, tailored to individual and local needs and encourage immediate practice and sharing in participants’ workplaces.

*Active and reflective*
ACER professional learning activities are focused on addressing participants’ concerns using and modelling teaching and learning methods such as collaboration, deep action research, use of tools and frameworks, data analysis, presentations and reflection in a wider context.

*High expectations*
ACER professional learning activities set achievable high-level goals.

*Incorporating feedback*
ACER professional learning activities encourage and incorporate formal and informal feedback through written, verbal and video reflection.

*Expert presenters*
ACER presenters and facilitators have deep content knowledge and teaching skills.

*Supporting career development*
ACER professional learning activities contribute to ongoing career development and in many cases can be credited towards qualifications.

*Evaluating for improvement*
ACER continually evaluates its professional learning activities to improve quality.
FEEDBACK

ACER acknowledges that feedback in all directions is valuable for learning.

The Director, ACER Institute will ensure that all units in a course of study are reviewed using a range of methods, such as:

▶ Student feedback data to support teaching staff to make adaptations, or to highlight areas of specific need or interest to the students as the course progresses.
▶ Feedback gathered informally through ongoing communication with students during the progress of their studies.
▶ Surveys on all aspects of the course including content, delivery methods, supporting materials, teaching and learning, and the value and relevance of the course to students’ roles in education.
▶ Feedback from teaching staff so that their insights can inform improvements.
▶ Feedback from employers when graduates have returned to or entered their employment.
▶ Benchmarking, which will take place through developing associations with other higher education providers and bodies responsible for maintaining teacher quality.

The Course Development and Quality Committee meets to analyse and interpret student feedback and summarise findings for consideration by the Academic Board (ACER PP3105 Course Quality Review Policy).

PLAGIARISM

Plagiarism is using the ideas of someone – unintentionally and intentionally – without giving them proper credit and includes:

▶ Copying part of a sentence, whole sentence(s) or paragraph(s) from an article, book, lecture notes, essay, report or any other source without using quotation marks and acknowledging the source;
▶ Using the ideas of others without acknowledgement;
▶ Paraphrasing the ideas of others and expressing them in different words without acknowledging the source.

Where you use any material which is not entirely your own work, in whole or in part, you must comply with the ACER PP3104 Plagiarism Policy document and fully reference that material in accordance with the system of referencing specified in the Unit Guide.

You must agree to the above conditions before submitting all assessments. Failure to agree means assessments cannot be submitted and therefore not assessed.

You must not submit for assessment work which has been submitted for any other unit at ACER or at any other educational institution, except as otherwise permitted.

Failure by a student to comply with these requirements may amount to academic misconduct and disciplinary action will be taken.
LEARNING SUPPORT

The teaching staff can suggest ways in which you can improve in particular areas of study, and resources are available in the Cunningham Library and in the Moodle learning management system. From time to time, special events will be provided online by experts in ACER to support you with academic issues such as reviewing literature, writing academically, referencing, and avoiding plagiarism. If you have an idea for an event, don’t hesitate to mention it to us.

You might also wish to discuss career issues with an ACER staff member or an independent advisor. The Director, ACER Institute is able to put you in touch with professional career advisors within ACER.

PERSONAL SUPPORT

If you have a personal issue, ACER can assist in several ways, if you let someone know. This may be teaching staff, student administration contact or the Director, ACER Institute. They can put you in touch with professional advice or you can get advice on a confidential basis through our external provider (ORS).

For confidential phone counselling, contact 1300 677 789. You will need your current ACER student number for verification purposes.
STUDENT FEES

Tuition fees

Prior to the start of your course you’ll receive an invoice setting out the fees you will need to pay and the date by which they need to be paid.

Students are required to pay the tuition fee for each unit prior to the commencement date of the unit.

If you are experiencing difficulties with fee payments you can seek special payment arrangements from the Director, ACER Institute. Such requests need to be made in writing. They are not automatically granted. You will be notified in writing of the outcome.

Fee refunds

Your tuition fees will be refunded in the following situations:

▶ If you enrol in a unit or a course and withdraw within two weeks of the commencement date your tuition fee less a 10% administration fee will be refunded.
▶ If you withdraw after the commencement day of the unit, but without attending the unit or course your tuition fee, less 50% administration and course commitment fee will be refunded.
▶ If you withdraw after the attending the unit or course but prior to submitting your assessment no fees will be refunded.
▶ If you are required to withdraw at any stage because of exceptional circumstances – for example, serious continuing illness or disability, death of the student or immediate family member (parent, sibling, spouse or child) – fees will be refunded less 10% administration fee. In this situation, you need to make a request in writing to the Director, ACER Institute and include documentary evidence detailing the circumstances leading to the request.

If ACER withdraws the offer of a place normally 100% of fees will be refunded except in cases where the offer is withdrawn because the information or documentation provided by the student is fraudulent or incorrect. In such a case ACER reserves the right to retain 10% of the tuition fee.
REQUIREMENTS AND PROCEDURES FOR ADMISSION

To be considered for admission to a course offered by the Institute, a candidate needs to have:

▶ successfully completed an approved degree, and be in a position to work closely in a school or cluster of schools.
▶ completed and submitted an Application for Enrolment Form together with supporting documentation – eg, certified copy of stated qualification(s), teacher registration number (if applicable) and current role in relation to schools.

Requirements and Procedures for Academic Credit or RPL

To apply for Academic Credit or Recognition of Prior Learning to be considered, an applicant needs to:

▶ complete an Application for Academic Credit or Recognition of Prior Learning (Form ACER3112);
▶ attach evidence to support the application – eg, documentation outlining previous studies (unit/module/course outline); certified transcript of the results attained; demonstration of alignment between the level and objectives of the previous study and those of the unit for which recognition of prior learning is sought.
▶ attach evidence of prior learning and experience relevant to support the application for RPL including evidence of practice that demonstrates knowledge and skills – eg. statement of level of knowledge and how this knowledge has been acquired and how it is evidenced in current educational practice, video evidence of teaching practice relevant to a demonstration of knowledge and skills supported by data on student achievement as a direct result of the application of specific and relevant knowledge; demonstration of alignment between the level and application of knowledge and those of the unit for which RPL is sought.
▶ pay an administration fee of $AUD150 for the processing of the application.

In most cases, the maximum recognition allowable is 2 units of a 4 unit course (50% of the total credit point requirement for that course).

However, for students who have completed the same or similar non-award units through ACER as part of the pilot program before the course was accredited, the following procedures will apply:

(i) complete an Application for Academic Credit or RPL (Form ACER3112);
(ii) attach a transcript of the units completed and the results attained;
(iii) pay an administration fee of $AUD15 for the processing of the application.

Normally RPL will not be granted for studies completed more than 10 years prior to the application.

If it is found that a candidate has made false claims on their application or supporting documentation, the candidate’s enrolment will be cancelled immediately. The matter may also be reported to the police or other agency.

Reference: ACER PP3112 Academic Credit and Recognition of Prior Learning Policy
General Enrolment Rules

You may enrol in a unit or course if:

▶ you satisfy the conditions for enrolment specified for that unit;
▶ the unit is not already fully subscribed;
▶ the unit attracts sufficient students to enable its delivery;
▶ you are not suspended, excluded or expelled from the ACER Institute as the result of a previous action;
▶ there are appropriate and sufficient personnel and resources to enable the delivery of the unit.

Anyone enrolled in a unit in contravention of the conditions for enrolment shall be withdrawn from the unit unless permitted to remain by the Director, ACER Institute.

Withdrawal from units

You may withdraw from a unit without penalty provided such withdrawal is made no later than two weeks before the commencement of the unit.

If you withdraw from a unit after commencement but without obtaining an approved leave of absence you will forfeit all tuition fees. In addition, a grade of Fail will be recorded for the units not completed on the official academic transcript. Once enrolment has lapsed, you will need to re-apply for enrolment.

You may apply to withdraw late without academic penalty or financial penalty through application to the Director, ACER Institute and the provision of reasons for withdrawal and proposal for a resumption of studies at a later date.

If an application for late withdrawal from a unit without academic penalty is approved, you will be deemed to have withdrawn from the unit without penalty and the unit shall be recorded as ‘Approved withdrawal’ on your enrolment record and the unit will not appear on the academic transcript.

If an application for late withdrawal from a unit without academic penalty is not approved, the enrolment will stand and a grade will be declared for that unit. You may appeal the grade received in accordance with ACER PP3118 Academic Appeals Policy.
TIME LIMITS FOR COURSE COMPLETION

The minimum and maximum time limits for completion of courses apply except when approved to the contrary in exceptional circumstances.

Normally a student completing a Graduate Certificate – 4 units of study - would be expected to complete each unit in no less than 1 period of study (approximately 1 school term) and no more than 2 periods of study (approximately 2 school terms). Students must complete the series of 4 units in no more than 3 years (part time) to qualify for the Graduate Certificate.

Normally a student completing a Graduate Diploma – 8 units of study – would be expected to complete the course in no more than 5 years (part time) to qualify for the Graduate Diploma.

Approved leave of absence is not included as part of the maximum total course duration.

Leave of absence

You become eligible for leave of absence at the beginning of the second unit in a four unit course if you feel that your study period will extend beyond the maximum completion time for the course.

Leave can only be taken for entire units. If you take leave of absence from your course for more than one year you should note that the course rules and conditions under which you originally enrolled may change during your period on leave and you will be subject to the rules and conditions as they apply at the time that you return to your course.

A request for leave of absence should be made in writing and addressed to the Director, ACER Institute.
REFUSAL OF ENROLMENTS IN UNITS

A student may be refused enrolment in a unit through misconduct, suspension, exclusion or expulsion from the ACER Institute as a consequence of failing to comply with the Course Rules (ACER PP3110 Course Rules).

The period of suspension will comprise one or more units. At the end of the period of suspension, the student may be re-admitted to the course.

Notification of exclusion and right of appeal

A student who meets the criteria for exclusion will receive a Notice of Exclusion with an explanation of the reason for the Notice. The Notice will also state that the student has the right to appeal if s/he believes extenuating circumstances led to exclusion.

Appeals against exclusion

Appeals against exclusion should be in writing and set out the reasons for the appeal, addressed to the Director, ACER Institute, and lodged within 14 days of receipt of the Notice.

Where practicable, the Director, ACER Institute should within 14 days convene the Academic Appeals Committee to consider whether the exclusion should be upheld or overturned. In addition, the Committee may specify the duration of the exclusion and the conditions which must be met before re-enrolment will be considered.

A decision by the Academic Appeals Committee is final.

Reference: ACER PP3118 Academic Appeals Policy
ASSESSMENT

The following assessment rules should be read in conjunction with:

- ACER PP3102 Code of Conduct Policy – outlining the general rights and responsibilities of staff and students at ACER;
- ACER PP3101 Academic Honesty and Integrity Policy – outlining the principles of honesty and integrity in academic endeavours and free intellectual enquiry;
- ACER PP3103 Intellectual Property Policy and ACER PP3104 Plagiarism Policy – outlining the need to respect and honour the intellectual property of others;
- ACER PP3117 Special Consideration Policy – setting out the procedures and criteria for special academic consideration requests;

Assessment responsibilities of students

Assessment task requirements

Unless permission is first obtained from the relevant teaching staff, you must submit the prescribed assessment work in accordance with the requirements set out or referred to in the relevant Unit Guide which is distributed at the commencement of each unit.

You should keep a copy of all work submitted for assessment and be prepared to submit a copy if requested.

If sitting an examination, you must comply with the ACER examination rules.

Minimum attendance and contribution requirements

Students must meet any mandatory minimum attendance and/or online contribution requirements. Failure by a student to comply with such requirements may constitute grounds for failure in that unit.

Special academic consideration

You may apply for academic consideration under the ACER PP3117 Special Consideration Policy if you believe that your academic performance in one or more assessment tasks has been, or is likely to be, adversely affected by illness or other circumstances beyond your control.

You must not attempt to avoid assessment requirements using unauthorised means, for example, by forging or altering documents supporting academic consideration applications. A breach by a student of this requirement may amount to misconduct and disciplinary action may be taken under the ACER PP3102 Code of Conduct Policy.
Application for extension of the due date of an assignment

Students unable to submit assessments by the date specified should consult the ACER PP3116 Student Assessment Policy regarding late submissions. Extensions are generally not available, but may be granted where there are grounds for special consideration such as medical reasons. Normally the staff member should respond within 48 hours of receipt of the extension request, and notify the applicant (in writing – preferably by email) of the outcome. If the application is denied, reasons for that decision will be stated.

Late submission (extract from 7.2.4 of Student Assessment Policy)

Assessment is considered to be late if it is submitted after the time prescribed in the unit guide or authorised as an extension. Extensions may be granted where there are reasonable grounds such as medical reasons. An extension must be requested at least three (3) working days prior to the advertised submission date.

If a submission is sent by registered mail, it must be recorded on or before the due date. Tasks will not be accepted after five working days, and a score of zero will be recorded for that task.

Work submitted late will be marked in the normal way, and a penalty then applied. The original mark and the penalty should be clearly recorded for the student and the Assessment Committee. Penalties for late submission shall be 5% of the total possible marks for that task for each delay in submission of a day or partial day up to a maximum of 5 working days after the due date.

Where an extension of time has been formally sought by the student and granted, this policy and the same penalties apply to the revised due date.

Where there are grounds for special consideration such as medical reasons (see ACER PP3117 Special Consideration Policy) you should submit to the Course Coordinator an Application for Special Consideration.

Normally the turn-around-time for marking and returning of assessments to students is set at three weeks from the assessment due date. As a result, an extension request for a date beyond the marking return date may require a supplementary assessment task to ensure fairness and equity for all students and avoid an appeal which may be lodged by a student who perceives that the student with special consideration received unfair advantage in that s/he had a longer period in which to prepare the assessment and enjoyed the additional benefit of being in a position to take advantage of the marker’s feedback on assessments submitted and returned on time.
Application to undertake a supplementary assessment

You may apply for a supplementary assessment if circumstances arise that prevent you from attending or completing an assessment, or you failed an assessment.

Refer to ACER PP3110 Course Rules.

Declaration and release of final results

Declaration of results

A mark and an approved grade of performance is determined and declared for each unit in which a student is enrolled in accordance with the ACER PP3116 Student Assessment Policy.

Release of results

After final results are declared, the results are released in a form and at a time determined by the Director, ACER Institute. Students will receive their results by email. No information concerning results will be given by telephone.

Withheld results

When a result is withheld the code WH will appear on the result notice. Withheld results may occur for a variety of reasons:

▶ for medical or compassionate grounds – supported by an approved request under the ACER PP3117 Special Consideration Policy;
▶ for investigative grounds - any formal investigation carried out by a person or committee authorised to conduct the investigation;
▶ for an approved extension of the submission date.

A WH result must be declared ten weeks after the release of results date.

If an extension after that ten week period is required the assessor must submit a request for a four week extension for the non-declaration of results including a reason, to the Director, ACER Institute. This extension must be submitted within ten weeks from the release of results date. Failure to request an extension will result in an automatic fail grade being given after the ten week period. If an extension has been granted failure to declare a result within four weeks from the extension date will result in an automatic fail grade being given.
**Student responsibilities**

When a WH is given, it is the student’s responsibility to contact the assessor lecturer as soon as practicable. Failure to do so will result in an automatic fail grade being determined after ten weeks from the release of results.

**Grades of Performance**

The approved grades of performance and associated ranges of marks are as follows.

<table>
<thead>
<tr>
<th>Satisfactory completion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction</td>
<td>85% to 100%</td>
</tr>
<tr>
<td>Distinction</td>
<td>75% to 84%</td>
</tr>
<tr>
<td>Credit</td>
<td>65% to 74%</td>
</tr>
<tr>
<td>Pass</td>
<td>50% to 64%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unsatisfactory completion</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fail</td>
<td>0% to 50%</td>
</tr>
</tbody>
</table>

**CONFERRAL OF AWARDS**

You may have a course award conferred when you have met the requirements for the course as specified in the ACER PP3115 Student Graduation Policy, complied with relevant parts of these Rules and you are not indebted to ACER.

Upon receipt of notification of completion of requirements to have an award conferred, it is your responsibility to notify the ACER Institute that you will be attending the graduation ceremony to have your award formally conferred or advise the Institute of the address to which your testamur should be sent.
QUICK LINK TO ALL POLICIES

All policies to protect the academic honesty and integrity of higher education courses of study, to ensure the effective management of ACER’s higher education operations, and to foster a quality teaching and learning environment are found under the Student tab on the courses website: http://courses.acer.edu.au/students/policies:

- PP3101 Academic Integrity and Honesty Policy
- PP3102 Code of Conduct Policy
- PP3103 Intellectual Property Policy
- PP3104 Plagiarism Policy
- PP3105 Course Quality Review Policy
- PP3106 Academic Teaching Review Policy
- PP3107 Records Management and Information Security Policy
- PP3108 Privacy Policy
- PP3109 Student Fees Policy
- PP3110 Course Rules
- PP3111 Student Grievance Resolution Policy
- PP3112 Academic Credit and RPL Policy
- PP3113 Student Progression and Exclusion Policy
- PP3115 Student Graduation Policy
- PP3116 Student Assessment Policy
- PP3117 Special Consideration Policy
- PP3118 Academic Appeals Policy
- PP3119 Course Approvals and Course Review Policy
- PP3120 Selection and Admissions Policy
- PP3121 Assessment Process Policy
- PP3122 Students at Academic Risk Policy
- PP3123 Teach Out Policy
- PP3124 Tuition Assurance Policy
- PP3125 Auditing a Unit

UPDATED: 15 September 2015