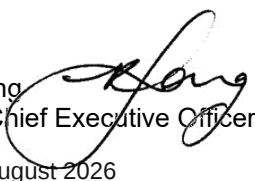


Date of approval	2 August 2026	Approved by	Council
Date of effect	19 August 2026	Current to	until amended
Functional Managers	Dean Higher Education and Research and Manager, Student Administration		

**Batchelor Institute of Indigenous Tertiary Education
Northern Territory of Australia**

As in force at 19 August 2026

Renee Long
Director/ Chief Executive Officer
Date: 19 August 2026



RULES

Rules under the

Batchelor Institute of Indigenous Tertiary Education (Rules) By-laws

Citation

These Rules may be cited as the *Assessment Rules*.

1. Outline

These Rules provide information about admission, enrolment and academic progress for Batchelor Institute VET and Higher Education students.

2. Declaration

All student assessment shall be conducted in a fair and impartial manner.

3. Objectives

- 3.1 To ensure that all processes for student assessment are transparent, accountable, flexible, fair and maintain consistent academic standards.
- 3.2 To provide for Institute-wide consistency in the determination, recording and interpretation of assessment results for all assessed units.
- 3.3 To establish a system of monitoring (individually and collectively) the academic performance and progress of enrolled students in each course.
- 3.4 To ensure that each assessment task is designed to fulfil the learning outcomes and objectives of the unit to which it relates.

4. Definitions

<i>Term</i>	<i>Description</i>
Assessment	is the process of collecting evidence and making judgments as to how well students have achieved the intended learning outcomes.
Assessment items	are set pieces of work that students are required to complete that demonstrate knowledge, competency and academic skills relevant to each unit.
Competence	refers to the specification of the knowledge and skills and the application of that knowledge and skills within an occupation or industry level to a standard required in employment.
Examination	If relevant, examination information will be published on the Institute website.
Feedback	in the context of assessment is information returned to students on their progress towards Unit/Course learning outcomes. The information can be quantified in the form of marks or grades for assessment tasks, and/or in qualitative form such as comments, model answers, suggestions for reading.
Formative assessment	is assessment that is designed to give students feedback on their progress towards the development of knowledge, understanding, skills and attitudes in a unit, and does not contribute to the final grade or mark in the unit.

Term	Description
Grade/Outcomes	The types of grade include Fail, Pass, Withdraw, Incomplete is a symbol that indicates the level of student performance in a unit against specified standards. Grades are awarded for the purposes of summative assessment, to enable the Institute to provide a final statement for the student and the wider community of the student's achievement of the learning outcomes in that unit.
Recognition of Prior Learning (RPL)	the definition of RPL can be found in the relevant Institute Policy.
Learning outcomes/objectives	of a unit describes the knowledge, skills and attitudes that students are expected to be able to demonstrate on completion of the unit and course.
Special consideration	is a process to help students minimize the impact of certain adverse and unforeseen circumstances on their progression and performance in units of study. In some circumstances the application of special consideration will be limited to the remedy of withdrawal without academic penalty. It is not possible for special consideration to compensate for every consequence of misadventure or illness on attendance and participation in a unit.
Summative assessment	indicates students' attainment following a sustained period of learning. This type of assessment generally aggregates information from a number of sources, including results from formal written tests. These tests should reflect instructional and/or curriculum emphases. The relative weighting of the components to be aggregated is an important issue.
Unit	is one component of a course.
Unit outline	is an official document that describes: • The nature of the unit. • The learning outcomes/objectives of the unit. • How the unit is delivered and assessed. • The specific requirements students have to meet in order to complete the unit successfully. • Relative information on Institute policies/ procedures/ rules. • Information specific to the unit. • Resources required.

5. Assessment

- 5.1 Assessment shall be conducted in accordance with the Principles of Assessment ([Annex 1](#)).
- 5.2 Detailed information on assessment requirements for a unit shall be set out in the unit outline.
- 5.3 The pattern of assessment shall be determined and monitored by the academic Divisions.
- 5.4 Assessments demonstrate student competencies in line with learning outcomes.
- 5.5 Any variation of assessment during the period of teaching of that unit needs to be approved by head of Division and communicated in writing to students.
- 5.6 Assessment shall be conducted with due consideration to the cultural constraints and obligations of students to support their capacity to successfully complete assessment while maintaining high standards.

6. Grades.

- 6.1 Grades are the calculation of all assessment pieces.
- 6.2 Assessment Grades for Higher Education coursework units offered by the Institute will be graded according to the relevant sections of the following Institute Policies:

6.3 Higher Education (including Enabling) Coursework Assessment Grades

<i>Notation</i>	<i>Grade & Explanation</i>	<i>Percentage</i>	<i>Grade Point Average Value</i>
HD	High Distinction Is a grade students receive for exceptional work.	85% and above	7
D	Distinction Is a grade students receive for excellent work.	75% - 84%	6
C	Credit Is a grade students receive for above satisfactory work.	65% - 74%	5
P	Pass Is a grade students receive for satisfactory work.	50% - 64%	4
F	Fail Is a grade students receive when they do not meet the learning requirements.	0-49%	0
FNS	Fail Did Not Submit A result given for students that enrolled but did not complete all assessment tasks.	0-49%	0

Notation	Grade & Explanation	Percentage	Grade Point Average Value
IA	Incomplete Assessment Is granted to students who are unable to complete their final assessment before grade release dates due to extenuating circumstances. The extension time will be negotiated with the unit coordinator and approval by delegate. Extensions requested by students can only be approved if circumstances prevail indicating student disadvantage, for example: • The student is suffering from an illness that prevents them from completing the unit within the timeline as stated in the unit outline. • The student has received print-based materials more than 2 weeks after the commencement date for the unit. • Personal circumstances based on written evidence by a counsellor, or medical practitioner. • Work-related circumstance based on written evidence by their employer. Delays with the completion of assessment caused by external factors. • Unit lecturers may make a request on behalf of the student an extension for final approval by the Dean, Higher Education & Research, If the outstanding work is not completed by that time, or if no assessable work has been submitted by the student by the end of the following teaching period, the result of FNS will be awarded by the unit lecturer. Students are required to re-enrol in the unit, should they wish to reattempt to complete the unit. In the following cases an IA grade may be issued by the Dean, Higher Education & Research/delegate (a) Lecturer illness. (b) Natural disasters; or (c) Any situation regarded as plausible by the Dean.		0

6.4 Higher Education Assessment Grades for Higher Degree by Research training and thesis units

<i>Notation</i>	<i>Grade & Explanation</i>	<i>Percentage</i>	<i>Grade Point Average Value</i>
OR	Ongoing – Research. Is an administrative grade and indicates that a person has commenced a thesis unit and is eligible to continue.		0

6.5 Higher Education Outcome Grades at the Higher Degree at Research course completion

Qualifying or final thesis unit.

<i>Notation</i>	<i>Grade & Explanation</i>
S	Satisfactory Awarded for satisfactory completion of qualifying and/or thesis units
U	Unsatisfactory Indicates unsatisfactory completion of qualifying and/or thesis units

6.6 Overall Grades for Research awards

6.6.1 After the grades awarded by the examiners are reviewed by the Research Committee, the candidates will be awarded one of three grades:

- (a) **Pass with Distinction.** This will be used when candidates have presented an outstanding dissertation and this has been noted by all examiners.
- (b) **Pass.** This will be awarded when the thesis presented is satisfactory.
- (c) **Fail.** This will be awarded when candidates present a thesis that does not meet the required standards.

6.6.2 The overall mark is calculated in accordance with the specific rules for the Doctor of Philosophy and Masters by Research.

6.6.3 The overall grade will be recorded and displayed on the Academic Transcript for the course.

6.7 Competency Based Assessment Grades for VET units

Notation	Grade & and Explanation.
CA	Competency Achieved. The person being assessed has demonstrated competence against all requirements detailed in the units. Funding is applicable in the relevant academic year the student commences the unit.
NC	Not Competent. The person being assessed has not demonstrated competence against one or more of the requirements detailed in the unit. The person must have attempted or have been provided the opportunity to complete ALL of the assessment tasks for the unit to be deemed Not Competent. Funding is applicable in the relevant academic year the student commences the unit.
CS	Continuing Enrolment. CS is not a final grade. It is an administrative grade used in lieu of a competency grade where the person has engaged in learning activity, but has not completed all their assessment criteria for a unit. There must be evidence of participation in the current academic year. A CS grade must be converted to a final grade when the "Activity End Date" for the unit occurs. This normally corresponds with the activity end date of the unit in the same academic year CS grades are not carried into the following year, unless prior written approval is given by the Director of the relevant teaching area and must be resulted by the new Activity End Date in the following year (not exceeding 30/3). CS grades can only be converted to one of the following: CA, NC or IP. Funding is applicable in the relevant academic year the student commences the unit.

Notation	Grade & and Explanation.
NS	Never Started. The student did not validly participate in the unit and did not formally withdraw. Evidence of participation by the student does not apply. Funding is not applicable.
IP	Insufficient Participation. This indicates that a person has not participated sufficiently to attempt all assessment requirements for the unit. No formal withdrawal has taken place. There must be evidence of at least one valid participation. Valid participation occurs when a person is engaged with the learning process specifically related to the elements and performance criteria detailed in the unit. Evidence of participation needs to be provided by the trainer. Funding is applicable in the relevant academic year the student commences the unit.

6.8 Advanced Standing Statuses for units

Notation	Advanced Standing Types and Explanation.
CT	Credit Transfer. VET. Used to indicate that credit has been given for a specified unit based on successful completion of an equivalent unit competency completed previously. The student needs to demonstrate currency. Fees are not applicable. Funding is not applicable. Higher Education Units. Credit for completed units may be granted unless based on currency, legislation or licensing requirements. Students will not be credited for more than 25% of a course from another institution. The student needs to be enrolled in the course to be granted credit for a unit. The unit/units do not need to be completed by the student. Evidence is required. These are not formal enrolments because they involve neither delivery nor assessment of the student's knowledge. They are recorded as Advanced Standing to exempt the student from the need to enrol in the unit. Fees are not applicable. Funding is not applicable.
PR	Professional Recognition (Higher Degree by Research units). Used to indicate recognition of relevant skills acquired in employment, eg as a Research Assistant. This would encompass recognition of research completed in the specific area or entities such as AIATSIS, UN.
RPL	Recognition of Prior Learning Granted (VET Only). Is an assessment process that assesses an individual's formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a VET qualification. Current competence needs to be demonstrated at the unit level. Evidence is required. Fees are applicable. Funding is applicable.

Notation	<i>Advanced Standing Types and Explanation.</i>
RPN	Recognition of Prior Learning Not Granted (VET Only). Is an assessment process that assesses an individual's formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of a VET qualification. Current competence has not been demonstrated by the applicant. Evidence is required. Fees are applicable. Funding is applicable.

6.9 Withdrawal Statuses for units

Notation	<i>Grade and Explanation</i>
WF	Withdrawn Fail (Higher Degree by Research units). A result given where a student has withdrawn from a unit after the census date (for HE) enrolments with academic penalty. (Result of WF only applies to unit enrolments withdrawn prior to the commencement of a formal examination period). Academic penalties apply.
W	Withdrawn without Academic and Financial Penalty. A result given when a student formally withdraws from a unit prior to the Census Date.
WW	Withdrawn without Academic Penalty. : A result given where a student has withdrawn from a unit after the census date for enrolments without academic penalty. (Result of WW can only be approved by the Dean, Higher Education & Research/delegate). Academic penalties do not apply.

<i>Notation</i>	<i>Grade and Explanation</i>
SW	Special Withdrawal (VET Only). A result given when a student has not participated in a unit and did formally withdraw. This grade may also be used where the lecturer determines the student/s should be withdrawn because, for example, the teaching of the unit could not proceed. Where a student does not formally withdraw and there was no participation, a grade of NS should be used. Evidence of participation does not need to be provided. Fees are not applicable. Funding is not applicable. Administrative use only.
WD-REM	Withdrawn before Census date – late withdrawal (for HECS-HELP Student Loans only) A result given when a student formally withdraws from a unit after census date. The student needs to provide certified evidence that something occurred on or after the census date that prevented the student from continuing studies in a unit. Evidence of participation does not need to be provided. Fees are not applicable. Funding is not applicable. Reported as a Remission of HECS-HELP Student Loans debt.

6.10 Grades for Learner Support Units (VET only)

<i>Notation</i>	<i>Grade and Explanation</i>
NAS	Non Assessable - Satisfactory A result given where a student has received flexible Learner Support and/or assistance to compliment the enrolment of competency based units in the same academic year and period. The total nominal hours of Learner Support cannot exceed 50% of the claimable nominal hours for the student in the same academic year and period. Fees are not applicable. Funding is applicable in the relevant academic year the student commences the unit.

Notation	Grade and Explanation
NAW	Non Assessable – Withdrawn A result given where a student has initially been enrolled, but then has not received flexible Learner Support and/or assistance to compliment the enrolment of competency based units in the same academic year and period. Fees are not applicable. Funding is not applicable.

7. Guidelines for Academic Review of Assessment Outcomes

7.1 Validation of VET Assessment

In accordance with the National Vocational Education and Training Regulator Outcome Standards for NVR Registered Training Organisations Instrument 2025 the RTO will implement a plan for ongoing systematic validation of assessment practices and judgements that includes each training product on the RTO's Scope of Registration.

7.2 Incorporating Workplace and Regulatory Requirements

7.2.1 Consult with enterprises or Industry to gather information about assessment requirements relevant to workplaces.

7.2.2 Regulatory or licensing authority requirements that relate to specific units or qualifications must be met.

7.3 Role and function of the Research Committee in Assessment and Validation

When assessing the performance and work of Research awards, the Research Committee will be required to comply with the regulations that accompany the award.

7.4 Validation of Higher Education Coursework Assessment – to be completed by HERD

8. Publication of Results

8.1 The Academic Calendar dates must be strictly observed.

8.2 Once the Institute has certified the results Student Administration shall release personal results to each student in a form and at a time determined by the relevant academic calendar. A unit grade or final examination result shall not be conveyed to a candidate, except by the delegate.

9. Assessment Review and Appeals

- 9.1 The Institute recognizes the right of students to seek a review of, and to appeal against, their final result, or any other component of the total assessment in a unit.
 - 9.2 Access to non-returnable assessment items, including examination papers, will be granted.
 - 9.2.1 VET students may appeal their assessment results in accordance with the [VET Appeals Policy](#).
 - 9.2.2 Higher Education and Higher Degree by Research students may appeal against individual unit results and/or the outcome of their candidature.
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ANNEX 1

Principles of Assessment

1. Assessment practices will vary from discipline to discipline and it is therefore inappropriate for the Institute to prescribe specific forms of assessment.
2. Assessment has both formative and summative purposes. In its formative role it is an essential part of the teaching and learning process because it aims to help students identify strengths and weaknesses, and any ways by which to improve. In its summative form it provides information, which is used to judge the performance of students in meeting appropriate standards in relation to learning outcomes of a unit.
3. However all assessment within a unit should follow the following basic principles:
 - 3.1 As an Indigenous institution, Batchelor Institute promotes fair and equitable assessment practices that recognise support and empower Indigenous students.
 - 3.2 Assessment should be based on an understanding of how students learn. Assessment should play a positive role in shaping the learning experiences of students.
 - 3.3 Assessment should accommodate individual learning differences in students. Assessment should be based on the objectives and allow students to demonstrate achievement of learning outcomes in appropriate diverse ways.
 - 3.4 Assessment should be demonstrably fair to all students. Assessment practices should be inclusive and support equity principles. They should cater for both individual and group diversity. It should be recognised that all assessment models have their limitations and capacity to disadvantage certain students, and every effort must be made to minimize such disadvantage by using appropriate variety of assessment models. In addition, inclusive language should be used, avoiding gender, racial, cultural or other language bias.
 - 3.5 The purposes of assessment need to be clearly explained. Staff, students, and other stakeholders need to be able to see why assessment is being used, and the rationale for choosing each individual form of assessment in its particular context.
 - 3.6 Assessment needs to be valid. By this, we mean that assessment methods should be chosen which directly measure that which is intended to be measured.
 - 3.7 Assessment instruments and processes need to be reliable and consistent. As far as is possible, subjectivity should be eliminated, and assessment should be carried out in ways where grades or scores that students are awarded are independent of the assessor who happens to mark their work. External examiners and moderators should be active contributors to assessment, rather than observers.
 - 3.8 Judgments on student progress should be based on multiple sources of evidence. Students should be given information on grading and protocol.

- 3.9 All marking criteria should allow students to receive feedback on their learning and their performance. Assessment should be a developmental activity. There should be no hidden agendas in assessment, and we should be prepared to justify to students the grades or scores we award them, and help students to work out how to improve. Even when summative forms of assessment are employed, students should be provided with feedback on their performance, and information to help them identify where their strengths and weaknesses are.
 - 3.10 Assessment should provide staff and students with opportunities to reflect on their practice and their learning. Assessment instruments and processes should be the subject of continuous evaluation and adjustment. Monitoring and adjustment of the quality of assessment should be built into quality control processes.
 - 3.11 Assessment should be an integral component of course design, and not something bolted on afterwards. Learning and teaching elements of each unit should be designed in the full knowledge of the types of assessment students will encounter, and be designed to help them show the outcomes of their learning under favourable conditions.
 - 3.12 The amount of assessment should be sufficient. Students' learning should not be impeded by an overload of assessment requirements, nor should the quality of the teaching conducted by staff be impaired by excessive burdens of assessment tasks.
 - 3.13 Assessment criteria need to be understandable, explicit and made available to enrolled students. Students need to be able to tell what is expected of them in each form of assessment they encounter. Assessment criteria also need to be understandable to employers, and other stakeholders.
 - 3.14 All information about assessment tasks required for a unit should include statements regarding the presentation format, the relative weight and number of assignments, penalties for late submission and the guidelines for appeal using appropriate Institute procedures.
 - 3.15 It is the responsibility of all staff and students to be aware of the Institute [Student Code of Conduct](#).
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ENDNOTES

1 KEY

No other abbreviations

2 LIST OF LEGISLATION

Batchelor Institute of Indigenous Tertiary Education Act 1999

[*Batchelor Institute of Indigenous Tertiary Education \(Rules\) By-laws*](#)

[*National Vocational Education and Training Regulator Act 2011*](#)

[*Tertiary Education Quality and Standards Agency Act 2011*](#)

3 SUPPORTING DOCUMENTS

Vocational Education and Training (VET) Assessment Policy

4 LIST OF AMENDMENTS

Made on 25 January 2008

Revised 6 November 2013

Revised 20 June 2014

Revised 20 September 2016

Revised 6 February 2018

Revised 10 December 2020

Revised 2 August 2026