

LEARNING EXPECTATIONS

Student

- a. I am responsible for my learning.
- b. I am committed to the graduate attributes of my degree program and will actively engage in any learning activity which will help me achieve them.
- c. I am responsible to manage my time and will seek help immediately if I encounter scheduling or time management problems.
- d. I am not required to attend all learning activities (unless noted otherwise). However, if I chose to not attend a provided learning activity, I accept that the content may not be repeated elsewhere, the learning experience may be lost permanently, and it may have a detrimental effect on my learning and ultimately my grade.
- e. I understand that the provided learning materials are designed to support my learning and will usually not include step-by-step guides or worked solutions.
- f. I understand that I am assessed exclusively based on performance – not on effort.
- g. I understand that the quality of my work is evaluated by teaching staff, not by machines. Accordingly, I will typically be marked against an indicative set of quality levels (not a numerical algorithm), which cover essential criteria as well as original, critical and reflective work.
- h. I will consider any feedback provided to me and adapt my learning accordingly.
- i. If - despite my best effort – my learning is falling short of my own or ANU's expectations, I will notify the teaching staff immediately (and ask for suggestions for improvement).

Teaching staff (convenor, examiners, lecturers, tutors)

- a. We will communicate on all matters regarding learning material, deadlines, assessment criteria, exceptional situations, learning outcomes, policies and our specific expectations about the students (beyond those listed above) in a clear, accessible and timely manner.
- b. We will provide actionable feedback within a reasonable time to support student learning. Actionable feedback will be provided before Census date and following assignments, major exams and other major assessment items.
- c. We will respond to any reasonable improvement suggestions with regard to our course.
- d. We will provide platforms for interaction with the students outside the scheduled learning activities, for example, in the form of office hours and/or online forums. We will address every reasonable question in a timely manner, and aim to provide a fair and equitable distribution of teaching time between students.
- e. We will set assessment tasks to assess all course learning outcomes on all required levels. Our quality and performance expectations of a successful student submission will be clearly formulated. These expectations may be generic, as they need to cover answers which have not been anticipated at the time when the assessment was set.
- f. We will provide our tutors with all required materials well before the start of each tutorial session.
- g. We will consider exceptional circumstances, while also upholding overall fairness.

Student & Staff

- a. I will communicate respectfully and in a culture of mutual learning.
- b. I will uphold academic integrity in all learning activities.
- c. I will communicate exclusively in English in any Computer Science related learning context.

Disclaimer: This document is provided for clarity and does not replace *general ANU policies*.

Grade expectations

Grade expectations are formulated generically here. Individual versions for specific assessment types (lab work, exam questions, quizzes, workshops, assignments, etc.) can be spun out on the basis of those generic criteria.

Fail levels

Low	Parts of an submission which does not meet minimal standards for essential criteria.
High	Submission meets minimal standards for some essential criteria, yet falls short in any other regard.

Pass levels “A student who can make things run according to satisfactory standards” – you focus on the essential parts of the course and fully engage with those.

Low	Submission meets minimal standards for all essential criteria.
High	Submission meets satisfactory standards for all essential criteria.

Credit levels “A student who delivers quality work” – you fully engage with the course and follow all learning activities.

Low	Submission is of good quality on most essential criteria.
High	Submission is of good quality on all essential criteria.

Distinction levels “A student who distinguishes themselves by initiative and deep comprehension” – you look closely at each concept provided in the course and are diligent to provide superior quality in all your work.

Low	Submission is of superior quality on most essential criteria, and shows initiative as well as deep comprehension.
High	Submission is of superior quality on all essential criteria, and shows initiative as well as deep comprehension.

High Distinction levels “A student who can take the material to a level not directly provided in the course and can compare and critique” – you are prepared to look beyond and proactively reflect on the provided concepts in a wider context.

Low	Submission is of outstanding quality on most essential criteria, and shows originality, reflection or criticism of given concepts.
High	Submission is of outstanding quality on all essential criteria, and shows originality, reflection or criticism of given concepts.