



UniSA

Assessment

Policies and Procedures Manual

2012

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Introduction

The Assessment Policies and Procedures Manual is the comprehensive statement of University policy and procedure on [assessment](#) for the majority of courses undertaken by students.

It applies to:

- undergraduate and postgraduate coursework programs, excluding significant research components as defined and managed under policy [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- enabling programs
- single course enrolments for non-award and cross-institutional study
- students studying in Australia and offshore, including those enrolled through a partner institution
- Open Universities Australia units delivered by UniSA.

The Assessment Policies and Procedures Manual does not apply to Honours degree programs or Higher degrees by research. Honours programs are provided for by policy [A-42: Honours degree programs](#). Higher degrees by research are provided for by a suite of research policies located on the University policy webpage. However all final [grades](#) and [notations](#), including those for Honours degree programs and Higher degrees by research are detailed in [Section 8](#) of this Manual.

The Assessment Policies and Procedures Manual is revised annually, distributed in hard-copy, and published on the University website. The Manual remains in effect for the calendar year (January to December), and may only be changed in that year if there are changes to external legislation or guidelines that affect student and academic administration policy and procedures. [Assessments](#) undertaken in an earlier year are governed by the Manual for that year, wherever practicable.

Each section of the Manual is cross-referenced to other University policies and guidelines where appropriate.

Authority

The Assessment Policies and Procedures Manual is approved by Academic Board and is binding on University staff and students.

The Manual:

- outlines [assessment](#) procedures to be followed
- creates rights and obligations for students and staff
- specifies who is responsible for an action or decision, and
- notes where discretion may be exercised.

Where a policy or procedure refers to 'head of school or authorised nominee', the head of school will delegate responsibility using the Vice Chancellor's Authorisation Form.

All references to 'head of school' in this Manual are taken to include the Director: Regional Engagement and the Academic Director: UniSA College. Where the Manual refers to responsibilities at division or school level, this includes UniSA College and the Centre for Regional Engagement.

Discretionary decisions about [assessment](#) and other academic matters need to be based on sound academic judgement. Where there is a perceived need to deviate from the Manual or if assistance is required with interpretation, the Director: Student and Academic Services is the first point of contact.

The requirements of professional accreditation bodies should be detailed in the program approval documentation as approved by Academic Board. As such, there should be no conflict with the Assessment Policies and Procedures Manual.

Specified timelines

The Manual specifies timelines for action to be taken by students and staff. (For example in relation to a request for an extension at [Section 3](#) or lodging an application for [deferred assessment](#) or [special consideration](#) at [Section 7](#)).

In extenuating circumstances, students may seek permission from the appropriate staff member to take action after a deadline. The request must include details about why the student was unable to take action within the specified time frame. Failure to comply with a specified timeline will not usually be considered grounds for appealing a decision or outcome. The full range of outcomes may not always be available after a deadline has passed, as a result of changing circumstances rather than as a penalty.

Staff who are unable to comply with specified timelines are required to notify students in writing of the delay, and the new timeline where appropriate.

Communication with students

The University's primary method of communication with students is electronic, through the UniSA student email account and the student portal. Students may re-direct their University email to a personal account, but University staff will only use the UniSA student email account.

All students are expected to check their UniSA student email account and any announcements on the student portal on a regular basis.

During a formal inquiry and/or appeal process, communication with students will be by letter to the mailing address on the student record system. In all other cases it should be assumed that communication will occur by email to the UniSA student email account.

Special provisions will be made for students who do not have access to electronic communication. Normally this will be in writing to the student at the mailing address on the student record system (see [Guidelines on Electronic Communications with Students](#)).

Copies of all formal correspondence with a student and any other relevant documentation pertaining to the procedures outlined in this Manual must be retained on the student's file in Campus Central.

Storage and disposal of documents

The University is required to manage its records in accordance with specific schedules established under the [State Records Act 1997 \(SA\)](#). The [General Disposal Schedule No. 24](#) applies to operational records created or received by the University. This includes records created as a result of activities covered by the policies and procedures outlined in this Manual, such as moderation and [assessment](#), course outlines, academic progress, appeal matters and academic misconduct (eg. formal inquiry committees).

The Schedule outlines how long records are to be retained, and when they may be disposed. It applies to records in any format including paper, microfilm /fiche, audiovisual, graphic, photographic and electronic media.

There are some documents which are to be kept permanently by the University. The disposal of University records is managed by the University's Records Management Office. As such approval for the disposal or destruction of any official records must be obtained from the University's Records Management Office, Chancellery.

Further information for staff

- Where there is a perceived need for a variation from the policies and procedures set out in this Manual, staff must contact the Director: Student and Academic Services (SAS).
- Where assistance is required with interpretation of policies and /or procedures, staff should contact the Academic Policy and Projects team in SAS or the Academic Services team in their division.

Further information for students

- For further information or clarification contact Learning and Teaching Unit or Campus Central, or UniSA partner administration office.
- For advice or representation contact [UniLife](#) or UniSA partner administration office.

Significant amendments in this edition

General

- Amendments throughout the manual consistent with the introduction of the University's Personal Learning Environment.
- Replacement of references to 'transnational' with 'offshore'.

Introduction (formerly the 'Foreword')

- The *Foreword* has been renamed '**Introduction**', to more accurately reflect that it is a statement of the purpose and goals of the document.
- Explanation of the University's legislative requirements for the storage and disposal of documents (such as course outlines, papers prepared for formal inquiry committees, etc) ('Storage and disposal of documents').

Section 1: Assessment Principles and Requirements

- Clarification of the factors that can be considered when designing assessment tasks (eg. students negotiating assessment tasks, assessing own assessment tasks, and having input into the nature and focus of feedback, etc) (clause [1.1.3](#)).

Section 2: Course Outline

- Renaming of the *course information booklet* with 'course outline', consistent with the move to the new learning management system ([learnonline](#)).
- Clarification that the school responsible for teaching the course is required to provide the University's Records Management Office in Chancellery with a hardcopy of the final course outline, in addition to it being archived on a database associated with [learnonline](#) at the end of the relevant [study period](#) (clause [2.1.6](#)).

Section 3: Moderation and Variation

- Removal of ENTEXT provisions for non-English speaking mature age students (clause [3.3.1](#)).

Section 4: Practicum, Field and Clinical Placements

- Definition of *placements* extended to include *industry experience* (clause [4.1.3 e](#)).

Section 6: Examination Procedures

- Clarification that the date and time of a scheduled exam cannot be changed (clause [6.1.1](#)). This amendment does not take away from clause [6.8.1](#) which is about internal students undertaking [secondary assessments](#) off-campus.
- Clarification that material brought into an exam venue that has been tampered with only has to have the *potential to provide* an advantage, and not that the University has to demonstrate that an advantage was gained (clause [6.1.8](#)). This clause is now consistent with clause [6.1.7](#) and clause [6.4.1](#).
- Clarification as to what constitutes 'a current member' in relation to acceptable [invigilators](#) (clause [6.7.8 d](#)).
- Clarification that head of school approval is required to change the day or time of a scheduled exam for external students (clause [6.7.11](#)).

Section 7: Secondary Assessments

- Clarification that the approval of a course for [supplementary assessment](#) remains in place until it is revoked, consistent with the provision for supplementary examinations (clause [7.2.2c](#)).
- Removal of the requirement for schools to provide a list of courses approved for supplementary exams to the Director: SAS. Information about approved [supplementary assessments](#) is now recorded in PCMS as part of course approval (clause [7.2.2a](#) and [7.2.7c](#)).
- Clause introduced allowing for head of school to approve the availability of [supplementary assessment](#) for cross-institutional and single course enrolments (clause [7.2.5](#)).
- Clause introduced to make it explicit that [deferred assessment](#) and [special consideration](#) will be granted only once (clause [7.3.3](#) and [7.4.3](#)).
- Elite athlete status included as an example of a special circumstances (clause [7.8.1e](#)).

Section 8: Final Grades and Notations

- Clarification that when a student undertaking a program owned by one school has enrolled in a course owned by another school (either as an elective or a required component of their program) the student's results for that course are subject to review or moderation by the school which owns the program in which the student is enrolled, and not the school that owns the course (clauses [8.1.4](#) and [8.2.6](#)).
- Clarification that conceded and terminating passes are not available for programs where professional accreditation does not allow conceded and terminating passes (clause [8.3.4](#)).
- Clarification that conceded and terminating passes are automatically approved for all courses unless there has been a decision to the contrary by division board (clause [8.3.5](#)).
- Clarification of the use of the 'N' notation: the 'N' notation may be used when a course belonging to one school is the subject of review and moderation in a program owned by another school (clause [8.2.6](#)); and when a [course coordinator](#) is not available during the moderation discussions within the school (clause [8.3.9](#)).
- Renaming of the *Non-Graded Fail (F)* grade to *Fail (F)* consistent with the academic transcript/AHEGS (clause [8.5.2](#)).
- Inclusion of the [grade](#) of Fail ('F') for [supplementary assessments](#) in the final [grades](#) and [notations](#) table, consistent with clause [7.2.7f](#) (clause [8.5.3](#)).
- Reference to "program director or examiner" deleted as students should consult [course coordinator](#) about their final [grade](#) (clauses [8.7.2a](#) and [8.7.2b](#)).
- Clarification that in the first instance students are to discuss their concerns about their final [grade](#) with the [course coordinator](#) in person (not in writing). The [course coordinator](#) will then notify the student of the outcome of that discussion in writing, so that there is a record available if the student subsequently decides to lodge an appeal. All subsequent requests for review of the final [grade](#) are to be made using the appropriate form. (Clause [8.7.2](#)).
- Removal of a re-mark as an outcome of a review by head of school as this is only one of a number of options available (clause [8.7.2b](#)).

Section 9: Academic Integrity

- Inclusion of falsification or misrepresentation of *any other document* (in addition to academic records) submitted in relation to an academic program, as an example of academic misconduct (clause [9.2.1 f](#)).
- Inclusion of requirement that text-comparison software is mandatory and to be turned on for all file upload assessments, unless otherwise approved by a head of school (clause [9.3.1](#)).
- Introduction of a new example of academic misconduct where a student submits the same work for more than one assessment (clause [9.2.1b](#)).
- Introduction of new processes for obtaining students' consent to subject their work to text-comparison software and use their work for future text comparison, and declaration that the submitted work is original (clause [9.3](#)).
- Clarification of the outcome where a student chooses not to participate in the initial inquiry into academic misconduct (clause [9.5.2](#) and clause [9.5.7](#)).
- Removal of any perceived conflict of interest where a head of school determines that a matter is to proceed to formal inquiry, and subsequently chairs the formal inquiry (clause [9.6](#)).
- Inclusion of referral to the police where fraud is an outcome of a formal inquiry (clause [9.6.12c](#)).

Section 10: Academic Review

- Removal of 'a representative of the UniSA partner administration office' as a member of the formal inquiry / appeals committee as they are not members of these committees (clause [10.5.1](#) and clause [9.6.5e](#)).

Section 11: Appeals Committee

- Introduction of a new clause allowing the Director: SAS to decide whether a matter should proceed to the Student Appeals Committee where it is clear that fraudulent documentation has been provided (clause [11.1.1b](#)).
- Amendment to the list of external avenues of appeal to only include those bodies that have jurisdiction over decisions made under the APPM (clause [11.6.1](#)).
- Amendment to the timeframe within which a student must advise the University that an appeal has been lodged — it is now within 10 working days of **lodging the appeal** rather than 10 working days from the date of the University's decision letter (clause [11.6.2](#)).

General Definitions

- Amendment of definition of [assessment](#) as all activities can now be used for [summative assessment](#).
- Deletion of the terms *informal* and *formal summative assessment*.

1

Assessment Principles and Requirements

Purpose

This section describes [assessment](#) principles and requirements, including [assessment](#) design and student workload, at both course and program level.

If a student does not believe that the requirements in this section are being adhered to, they should discuss the matter with the relevant [program director](#) in the first instance. If the matter remains unresolved, the student should discuss their concerns with the head of school.

Relevant to

All students enrolled in

- enabling programs
- undergraduate and postgraduate coursework programs
- single course and cross-institutional enrolments
- Open Universities Australia units delivered by UniSA

Cross-references

- [Code of good practice: University Teaching](#)
- [Code of conduct for students](#)
- [A-49: Postgraduate coursework degrees with a significant research component](#)
- [UniSA Teaching and Learning Framework](#)

1.1 Principles of student [assessment](#)

1.1.1 [Assessment](#) plays an essential role in shaping student learning

[Assessment](#) practices should promote student engagement as described in the University's Teaching and Learning Framework. Good [assessment](#) practices judge levels of performance and support student learning.

1.1.2 [Assessment](#) is an integral component of course and program design

[Assessment](#) tasks should be aligned with the objectives and teaching and learning arrangements of the course.

[Assessment](#) across the courses within a program should be coordinated to:

- a. ensure coverage and opportunity for student achievement of the learning outcomes for the program
- b. ensure coverage, development and achievement of the program's Graduate Qualities
- c. ensure consistency in the University's expectation of workload across courses
- d. spread [assessment](#) load and intensity across the [study period](#) (see clause 1.2.3 and 1.2.5 d)
- e. provide a variety of types of [assessment](#) (see clause 1.1.4).

1.1.3 The design of [assessment](#) tasks has a significant impact on student learning

[Assessment](#) design should provide students with the stimulus to learn in depth, to apply their developing skills and knowledge in new situations, and challenge and change their ways of thinking and doing.

- 1.1.4 **[Assessment](#) tasks should be diverse**
[Assessment](#) practices should be inclusive and support equity principles, catering for both individual and group diversity. It should be recognised that all [assessment](#) models have limitations and a capacity to disadvantage certain students. Every effort should be made to minimise such disadvantage by using a variety of [assessment](#) techniques. Inclusive language must be used to avoid gender, racial, cultural or other language bias.
- 1.1.5 **[Assessment](#) should be used for both [formative](#) and [summative](#) purposes**
[Formative assessment](#) helps students and staff to identify strengths, weaknesses, and ways to improve and enhance learning attainment. [Summative assessment](#) provides information to judge the extent to which a student has achieved objectives relevant to the Graduate Qualities in a course or program.
- 1.1.6 **Good [assessment](#) requires clear articulation of purpose, requirements, standards and criteria**
[Assessment](#) works best when students have a clear understanding of [assessment](#) expectations. [Assessment](#) criteria in particular need to be clear and explicit so that students know what is expected of them for each [assessment](#) task.
- 1.1.7 **Good [assessment](#) practice allows students to receive timely feedback on their learning**
High quality feedback is clear and constructive, and enables students to make sensible judgements about modifying aspects of their academic performance in order to meet the objectives of a course. Such feedback should enable students to understand their level of development of the required skills, their mastery of the understandings embedded in the [assessment](#) activity, and how their performance in each domain could be improved in subsequent learning activities.
- 1.1.8 **[Assessment](#) methods should be valid, reliable and consistent**
Every effort should be made to ensure that [assessment](#) methods and judgements are valid and reliable, and are regularly subjected to peer review, discussion and consensus. Moderation processes that apply to the setting and marking of [assessment](#) tasks, including external benchmarking where appropriate, should be established to improve the validity and reliability of both.
- 1.1.9 **Good [assessment](#) practices should promote ethical academic conduct**
Ethical academic conduct is both a staff and student responsibility. Good [assessment](#) design can both educate students about appropriate academic conduct and minimise academic misconduct.

1.2 Requirements for coursework programs

- 1.2.1 For undergraduate programs, the provisions specified in clauses 1.2.2 to 1.2.5 below are mandatory. These provisions are discretionary for postgraduate programs.
- 1.2.2 When planning teaching, learning and [assessment](#) activities, academic staff will take into consideration the total time that students will need to allocate to all major and related tasks required to engage with the course content and successfully achieve the desired course outcomes. This includes attendance at lectures, tutorials, practicals, laboratory sessions and studio classes, participation in online activities, completion of [assessment](#) tasks and self-directed, independent course related reading, research and reflection to enable meaningful engagement with theories and concepts. In total, the time students need to spend on all such activities should not exceed 35 hours per unit within a course (e.g. 4.5 unit course x 35 hours = 157.5 hours).
- 1.2.3 The mapping of [assessment](#) load and intensity across a program is essential to ensure that the timing of [assessment](#) tasks is varied across core courses in a program so that students are not unreasonably overloaded at any one time during a [study period](#). [Program directors](#) are responsible for monitoring [assessment](#) within courses in their program to ensure compliance with this requirement. This may include supporting a variation to the [assessment](#) requirement at clause 1.2.5 (b) below.
- 1.2.4 For the purpose of this policy, [assessment](#) tasks that contribute to the final [grade](#) in the course are divided as follows:
- Continuous assessment tasks** occur within regularly scheduled class time (or equivalent time periods for online/external students) and do not require any additional preparation time, other than what would normally be expected for class participation. A course may have a number of these tasks during the [study period](#). Collectively these are known as 'a set of [continuous assessment tasks](#)'.
 - An **assessment point** occurs when students are asked to submit work at a specified point of time in the course, including an end-of-course [examination](#) where these are used. Tasks associated with [assessment points](#) require students to work beyond their regular contact and preparation time.
 - Additional [assessment](#) requirements** (sometimes referred to as [assessment](#) hurdles) are conditions for passing a course or [assessment](#) task other than the overall [mark](#). They include, but are not limited to, the achievement of a specified minimum in a particular aspect of the course, or specified attendance requirements.
- 1.2.5 Unless a specific case is made for variation as approved by school and division boards, the following requirements apply:
- normally, there will be no more than three [assessment points](#) in any 4.5 unit course plus the option of one set of continuous assessment activities
 - at least 15% of the total [assessment](#) for the course will occur in the first half of the [study period](#) in which the course is taught
 - for a 4.5 unit course, individual students will be required to complete learning activities that are equivalent to no more than 4,500 words of assessed writing. This word count should be adjusted proportionately for less complex forms of writing such as journals and [examination](#) answers
 - where possible, due dates for [assessment](#) tasks in core courses will be coordinated to ensure students are not unreasonably overloaded at any one time during a [study period](#)
 - where participation is assessed it should be clear how it is related to course objectives and on what criteria it will be judged. In undergraduate courses the percentage weighting given to participation in class or by designated online activities will be no more than 10% and will count as one [assessment point](#)

- f. all text-based [assessment](#) tasks should be submitted electronically using the University's electronic assignment management system within [learnonline](#). Special provisions will be made for those students who do not have access to electronic communication.

The above requirements apply particularly to courses where [assessment](#) is principally text-based. In courses where [assessment](#) is of a different kind, the requirements should be adjusted, but aim to be equivalent in complexity and workload. This requires being aware of the workload involved (e.g. in group work, or the creation and development of a performance) and the degree of intellectual independence and creativity required.

Staff should avoid the overuse of [continuous assessment tasks](#), particularly in higher level courses.

1.3 Communication of [assessment](#) requirements to students

- 1.3.1 The course outline will explain the expectations of the [assessment](#) task, its relationship to the program Graduate Qualities, and the criteria and standards by which performance will be judged.
- 1.3.2 Students will also be made aware of [assessment](#) requirements such as length, weighting, submission dates, provisions for extension and re-submission, form of presentation and the extent to which these (and the [assessment](#) task itself) are negotiable between academic staff and students (see clause [2.1](#)).
- 1.3.3 Additional [assessment](#) requirements (see clause 1.2.4 c) should be included in the course statement and in the section of the approved course outline headed 'Additional [assessment](#) requirements'.
- 1.3.4 Students are responsible for ensuring they are aware of and understand the [assessment](#) requirements for the course(s) in which they are enrolled.

1.4 Feedback to students

- 1.4.1 Feedback is one of the most important aspects of the learning process and serves the critical function of enabling students to make timely and informed judgements about their performance so that subsequent [assessment](#) can be undertaken with improved likelihood of success and enhancement.
- 1.4.2 Feedback is provided in a variety of ways, including:
- model answers to questions
 - verbal comments from teaching staff, both individually and to the class
 - emails and online forum comments, both individually and to the class
 - verbal comments on presentations and participation in class discussions
 - preliminary [assessment](#) task advice
 - face-to-face [assessment](#) task discussion, individually, and in groups
 - written feedback comments regarding drafts and [assessment](#) tasks
 - written comments on feedback proformas
 - via the University's electronic assignment management system within [learnonline](#).
- 1.4.3 Feedback on [assessment](#) tasks for students studying internally will normally be provided within ten working days, but no longer than 15 working days following the deadline for submission of the [assessment](#) task. For those students studying externally and offshore, feedback will be provided within 15 working days.

- 1.4.4 Where a subsequent [assessment](#) task builds on earlier [assessment](#) tasks, the earlier [assessment](#) task will be returned at least ten working days before the deadline for submission of the later [assessment](#) task (or equivalent for intensive teaching).
- 1.4.5 Where possible, some expectation should be built into the [assessment](#) design and grading process requiring students to acknowledge and act on the feedback provided.
- 1.4.6 Feedback for [formative assessment](#) may be provided via the University's electronic assignment management system within [learnonline](#) where practical. (A hyperlink will be included in the course outline and on the [learnonline course site](#)). Feedback may include either [marks](#) or [grades](#), or a combination of both, as appropriate for the [assessment](#) task in question.
- 1.4.7 Feedback for [summative assessment](#) will be provided via the University's electronic assignment management system within [learnonline](#) and will include as a minimum:
- an indication of the Graduate Qualities being assessed by the task
 - [marks](#) and/or comments in response to key components of the task, and
 - a summary comment.
- 1.4.8 Where [summative examinations](#) are used in a course, [course coordinators](#) will ensure that arrangements are made for appropriate feedback to students (e.g. provision of worked solutions on the [learnonline course site](#) or group feedback sessions).
- 1.4.9 In the case of [summative examinations](#), students have the right to sight their [examination](#) scripts, but are not entitled to either the original or a copy. (In the case of offshore, OUA or external students, this will be arranged on a case by case basis.) Students wishing to receive individual feedback from a [summative examination](#) may contact their course lecturer within ten working days following the finalisation of results for that [study period](#) (see clause [8.1.1](#)) to make an appointment. (In the case of offshore, OUA or external students, this appointment may occur by email or telephone.)
- 1.4.10 Where students are undertaking placements (see [Section 4](#)), it is expected that they will be provided with regular and constructive feedback about their performance, either by the [course coordinator](#), designated University placement supervisor and/or the supervising professional in the workplace.

1.5 [Examinations](#) as an [assessment](#) technique

- 1.5.1 Where [summative examinations](#) are used, they will contribute to no more than 70% of the [marks](#) on which final [grades](#) for any course are based.
- 1.5.2 Where a professional association requires that [summative examinations](#) in any course should count for more than 70%, schools must seek a formal exemption from the division.

1.6 [Management of assessment](#)

- 1.6.1 The University is obliged, under the [Higher Education Support Act 2003 \(Cwth\)](#), and as provided for in the [Privacy Act 1988 \(Cwth\)](#), to take reasonable steps to protect students' personal information against loss, unauthorised access, use, modification or disclosure, and misuse. This obligation extends to the management of [assessment](#), the submission of [assessment](#) tasks including the use of cover sheets, and the provision of results and feedback to students. To ensure compliance with this legislative requirement, the provisions in clauses 1.6.2 and 1.6.3 apply.

- 1.6.2 [Assessment](#) task cover sheets:
- a. Where students submit an [assessment](#) task in hard-copy, they are required to include a signed and completed cover sheet.
 - b. Where students submit an [assessment](#) task via the University's electronic assignment management system within [learnonline](#), a cover sheet is automatically created and includes the student's name and student ID.
 - c. If a student submits an [assessment](#) task via the University's electronic assignment management system within [learnonline](#) but it is returned in hard copy form, a cover sheet may still be useful.
 - d. In the case of group [assessment](#) tasks, each member of the group is required to sign the cover sheet, and each student will receive written feedback on their group [assessment](#) task.
- 1.6.3 Distribution of marked [assessments](#):
- a. [Course coordinators](#) will determine how marked student [assessment](#) tasks are distributed. This information will be included in the course outline.
 - b. Acceptable means by which marked [assessment](#) tasks can be returned to students include:
 - i) electronically to the individual student via [learnonline](#)
 - ii) collection during class, only by the student
 - iii) collection from the school office or a staff member (students will need to present their student ID card as proof of identity)
 - iv) collection from [course coordinator](#), lecturer or tutor by prior arrangement
 - v) by post (students attach an A4 stamped, self-addressed envelope with correct postage to their [assessment](#) task)
 - vi) test /exam results may be displayed publicly provided that only the student ID and result are included. A student's name and ID must not be visibly linked in the public domain.
 - c. Marked [assessment](#) tasks must not be left unattended for collection.
- 1.6.4 Where practical, students are required to keep a copy of all work submitted and maintain it until the final course [grades](#) are recorded, submitted and released.

1.7 Online staff resources

- [Graduate Qualities](#)
- [Code of good practice: University Teaching](#)
- [Learning and Teaching Unit - Teaching in Higher Education](#)
- [Learning and Teaching Unit - Learning Advice](#)

Purpose

This section sets out the required components of a course outline. Additional information may also be included where appropriate for the course.

Relevant to

All courses offered as part of:

- an enabling program
- an undergraduate or postgraduate coursework program
- single course and cross-institutional enrolments
- Open Universities Australia (OUA) units delivered by UniSA
(For OUA courses, the booklets are referred to as 'Unit Information Booklets').

Cross-references

- [A-49: Postgraduate Coursework Degrees with a significant research component](#)

2.1 Course Outline

- 2.1.1 The course outline, created using the appropriate electronic system, is required for all courses, whether offered onshore or offshore.
- 2.1.2 [Course coordinators](#) are responsible for providing each student with a hard-copy version of the course outline, free-of-charge, by the first class of the course. This requirement applies to all courses, other than those that are delivered fully online (see clause 2.1.3). The course outline may also be made available electronically as an additional option for students.
- 2.1.3 For fully [online courses](#), a hard-copy version of the course outline must be made available free-of-charge to students, on request.
- 2.1.4 The course outline must contain the following information:
- a. details of administrative arrangements that will support the delivery of the course, including the name and email address of the [course coordinator](#) and associated staff
 - b. the anticipated response time for student enquiries
 - c. the [assessment](#) schedule
 - d. details of the format and requirements of each [assessment](#) task, and the relationship of each task to the course aims and objectives and the UniSA Graduate Qualities
 - e. details of the referencing style to be used (e.g. Harvard style). Where a referencing style is not specified, students are to be advised that they must use a recognised referencing style, which must be used consistently throughout the [assessment](#) task
 - f. the arrangements and timelines for submission of [assessment](#) tasks and the anticipated timelines for the return of, and feedback about, [assessment](#) tasks
 - g. how marked student [assessment](#) tasks are distributed (see clause [1.6.3](#))
 - h. penalties for late submissions which may include one of the following, depending on the current practice in the school:
 - (i) refusal
 - (ii) application of penalties, or

- (iii) acceptance if student can provide evidence of [unexpected or exceptional circumstances](#)
- i. the weighting of each [assessment](#) task towards the final [grade](#) in the course
- j. the broad marking scheme for each [assessment](#) task, and the criteria and standards by which performance will be judged
- k. details about the [examination](#), where applicable, including:
 - (i) the content and skills to be assessed
 - (ii) the standard against which work will be assessed
 - (iii) the duration of the [examination](#)
 - (iv) the weighting of the [examination](#) in relation to other [assessment](#) tasks (see [Section 1](#) of this Manual)
 - (v) any variations to standard requirements for [examinations](#) which are different from the provisions set out in [Section 3](#) of this Manual
 - (vi) where applicable, a statement informing students that variations to [examinations](#) as set out in [Section 3](#) of this Manual will not be available in the course. In these cases the [course coordinator](#) will be responsible for advising Student and Academic Services that no variations are available for that [examination](#)
- l. where students are required to source their own placements, the information which the student is required to provide to the [course coordinator](#) about that placement
- m. any additional requirements for the course, including but not limited to:
 - (i) achievement of a certain minimum level of competence in both the theoretical and practical components of the course
 - (ii) attendance requirements
 - (iii) police checks
 - (iv) immunisations
 - (v) mandatory reporting training
 - (vi) first aid training
 - (vii) medical fitness and/or suitability for placement (see [Section 4](#) of this Manual)
- n. for each [assessment](#) task in the course, whether re-marking or re-submission is allowed (see [Section 5](#) of this Manual)
- o. the conditions regarding extensions to [assessment](#) task deadlines (see [Section 3](#) of this Manual)
- p. the conditions under which [supplementary assessments](#) may be granted and whether [supplementary assessment](#) is available in the course (see [Section 7](#) of this Manual)
- q. where applicable, advice to students that conceded and terminating passes will not be available in the course. This applies to undergraduate courses only (see [Section 8](#) of this Manual).
- r. reference to academic integrity (see [Section 9](#) of this Manual), including:
 - (i) where appropriate, examples of what would constitute academic misconduct in the course and/or an [assessment](#) task, and
 - (ii) a reminder that a student's work may be checked for plagiarism using a variety of means including text comparison software, and that data processed by the software package will be held in a database for future reference
- s. the extent to which specified [assessment](#) methods and requirements are negotiable between academic staff and students

- t. a hyperlink to a feedback proforma (see [Section 1](#) of this Manual)
 - u. instructions/hyperlink indicating where to locate an assignment cover sheet if required for non-electronic submission.
- 2.1.5 Once the course outline has been distributed to students, it is expected that the contents will only change where necessary for the integrity of [assessment](#), or due to unforeseen factors such as staff illness. [Course coordinators](#) are responsible for discussing proposed changes with students, and must make every attempt to ensure that students are not disadvantaged by the changes, and that disruption is kept to a minimum. If changes are made, the [course coordinator](#) must re-publish the course outline to the [learnonline course site](#). Students must be notified in writing of any changes.
- 2.1.6 The school responsible for teaching the course will provide a hard copy of the final version of the course outline to the Records Management Office in Chancellery at the end of each [study period](#), to comply with legal requirements.

3

Moderation and Variation

Purpose

Course [assessment](#) methods are approved and reviewed as part of the University's program approval process. This section of the Manual describes the principles and procedures that underpin moderation and variation of course [assessment](#) methods.

Relevant to

- All courses offered as part of:
 - an enabling program
 - an undergraduate or postgraduate coursework program
 - single course and cross-institutional enrolments
 - Open Universities Australia (OUA) units delivered by UniSA
- Students eligible for variations or alternative arrangements to [assessment](#) methods. This includes students with disabilities, Indigenous Australian students, students from non-English speaking backgrounds, and students who provide evidence of [unexpected or exceptional circumstances](#) (see clauses [7.5 to 7.8](#)).

Cross-references

- [A-35A: Quality assurance and improvement: programs, courses and teaching arrangements](#)
- [A-42: Honours Programs](#)
- [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- [C-7: Students with disabilities](#)
- *Coursework Program Approval Manual and associated guidelines*

3.1 Moderation of [assessment](#)

- 3.1.1 Moderation of [assessment](#) includes the planning and operation of [assessment](#) design and approaches to marking, as well as processes associated with the review of judgements made about students' results or [grades](#) and feedback. This view of moderation is founded on the importance of using valid and fair [assessment](#) items as well as having valid and reliable judgements made on the quality of students' work.
- 3.1.2 Processes which result in the implementation of high quality [assessment](#) practices, including external benchmarking, are critically important in relation to the commitment the University makes to key stakeholder groups, such as students, industry and the general community, to the provision of high quality education.
- 3.1.3 Each division will ensure that moderation practices in its schools and courses are documented and consistent with the view of moderation outlined in 3.1.1 and 3.1.2. Moderation practices must specify:
- a. the manner in which all [assessment](#) items in all courses are valid and fair ways of measuring student achievement in relation to learning outcomes
 - b. practices which enhance consistency in judgments made about student achievement in and across courses, including the use of:
 - (i) marking guides, keys, schemes and rubrics to promote shared understandings about expectations and performance in [assessment](#)
 - (ii) second marking – where a second marker assesses a representative sample of marked work using a minimum of the square root of the student cohort plus all fails

- (iii) double-blind marking – where all [assessment](#) items are blind marked independently by two assessors in cases of high value assignments and dissertations
 - c. expectations relating to the review of [marks](#) or [grades](#) awarded to students' work, including feedback, and any subsequent actions that may be required before the [marks](#) or [grades](#) are released to students
 - d. equivalent practices for alternative forms of delivery, for example, offshore or external
 - e. the nature and timing of external benchmarking of moderation practices.
- 3.1.4 An important part of the University's approach to setting and maintaining consistent, University-wide standards is that these moderation approaches are approved by Academic Board.

3.2 Variations to [assessment](#)

- 3.2.1 [Assessment](#) methods, tasks and timelines must be specified in the course outline distributed to students by the first class of the course.
- 3.2.2 It is expected that a student will complete the [assessment](#) requirements for a course within the relevant [study period](#) unless the student:
- a. qualifies for a variation due to:
 - (i) [supplementary assessment](#) (see clause [7.2](#))
 - (ii) [deferred assessment](#) (see clause [7.3](#))
 - (iii) [special consideration](#) (see clause [7.4](#))
 - (iv) a delay in the marking of the final [assessment](#) (see clause [8.2.4](#)), or
 - (v) provisions as set out in the student's Disability Access Plan (see clause 3.2.3)
 - b. is aware of circumstances for which they will require a variation to [assessment](#). In these cases they must lodge their request with the [course coordinator](#) within the first two weeks of the course, (or equivalent for accelerated or intensive teaching)
 - c. requests a variation to [assessment](#) methods, tasks and timelines on the grounds of [unexpected or exceptional circumstances](#) (see clauses [7.5 to 7.8](#)). Variations which are required on these grounds should be discussed with the [course coordinator](#) at the earliest possible opportunity.
- 3.2.3 Provisions for students with disabilities are outlined separately in University policy [C-7: Students with disabilities](#). Adjustments and variations for students with disabilities will only be made in accordance with that policy, and only for students who have a Disability Access Plan that has been developed in conjunction with the Learning and Teaching Unit disability service, or UniSA transnational administration office, as applicable.

3.3 Variations to [examinations](#)

- 3.3.1 The following students are entitled to the variations specified under clause 3.3.2 unless the course outline specifies that no variations are available:
- a. Indigenous Australian students
 - b. students of non-English speaking background (NESB students) who were:
 - (i) born outside Australia
 - (ii) arrived in Australia less than ten years previously, and
 - (iii) speak a language other than English at home

- c. offshore students of non-English speaking background where the language spoken at home is not English, and the medium of instruction is English.
- 3.3.2 Students who meet the eligibility criteria above will be entitled to the following provisions, unless the course outline specifies that no variations are available:
- a. extra time to be used for reading or writing. This will normally be an extra ten minutes per hour for every hour of standard [examination](#) time, and
 - b. the use of a non-annotated English language or [bilingual print dictionary](#) for Indigenous Australian students, or
 - c. the use of a non-annotated [bilingual print dictionary](#) for students identified in clause 3.3.1 b, or c above.
- 3.3.3 Provisions for students with disabilities are outlined separately in University policy [C-7: Students with disabilities](#). Adjustments and variations for students with disabilities will only be made in accordance with that policy, and only for students who have a Disability Access Plan that has been developed in conjunction with the Learning and Teaching Unit disability service or UniSA partner administration office, as applicable.
- 3.3.4 Provisions may be made in relation to difficulties associated with travel to [examination](#) venues, such as significant financial hardship and/or carer responsibilities. Provisions will be determined on a case by case basis and will require supporting documentation such as a recommendation from a student counsellor.
- 3.3.5 Where additional materials or resources are allowed as a variation to [examination procedures](#), these materials must not be enhanced or tampered with in any way that provides an additional advantage to the student. For example, if a student is allowed to take an [English language print dictionary](#) into the [examination](#) but other resources are not allowed, the dictionary must not have any additional notes or markings in it.
- 3.3.6 A student who is entitled to variations, as specified above, will have access to these variations for the duration of their program, unless they enrol in a course that specifies in the course outline that an alternative arrangement is in place, or that there are no variations available.
- 3.3.7 Data which is collected during enrolment and held on the student record system will identify students in one of the categories above. Academic staff are not required to make decisions on a case-by-case basis regarding eligibility for variations to [examinations](#).

3.4 Extension to [assessment](#) task deadlines

- 3.4.1 An extension to the timeline in which to complete individual [assessment](#) tasks may be granted on medical or compassionate grounds or special circumstances (see clauses [7.6 - 7.8](#)).
- 3.4.2 An extension to the timeline in which to complete individual [assessment](#) tasks will be granted to externally [enrolled students](#) due to late dispatch of course materials, providing the student enrolled in the course prior to the commencement of the [study period](#).
- 3.4.3 Applications for an extension must be lodged via the [learnonline course site](#) before the due date for the [assessment](#) task and must be supported, where appropriate, by documentary evidence. The [course coordinator](#) will respond via the [learnonline course site](#), normally within two working days. All correspondence, including documentary evidence will be stored within [learnonline](#).

4

Practicum, Field and Clinical Placements

Purpose

This section details the:

- course outline and [assessment](#) requirements for practicum, field and clinical placements
- legislative obligations and processes prescribed by practice acts regarding concerns about medical fitness for placement
- procedures regarding concerns about suitability for placement
- procedures for managing unsatisfactory progress, misconduct on placement, unprofessional conduct on placement and loss of student registration.

Relevant to

All courses and course components that are identified as a placement and are offered as part of:

- an undergraduate or postgraduate coursework program
- single course and cross-institutional enrolments
- Open Universities Australia (OUA) units delivered by UniSA

This section applies to all disciplines covered by extant Practice Acts. It will also apply to any other disciplines for which practice acts are subsequently introduced.

Cross-references

- [Health Practitioner Regulation National Law](#)
- [Occupational Therapy Practice Act 2005¹ \(SA\)](#)
- [Privacy Amendment \(Private Sector\) Act 2000 \(Cwth\)](#)
- [Statute 7: Student misconduct, University of South Australia Statutes](#)
- [Code of Ethical Conduct](#)
- [Code of good practice: Relationships between staff and students](#)
- [C-7: Students with disabilities](#)
- [A-46: Confidentiality of student's personal information](#)
- [A-49: Postgraduate Coursework Degrees with a significant research component](#)

4.1 General administrative requirements

- 4.1.1 Placements are an important part of teaching and learning in professional awards. They are designed in consultation with industry and business, and are facilitated by schools and divisions on behalf of students.
- 4.1.2 A placement may be part of a course, or the whole of a course, as approved by Academic Board.
- 4.1.3 Placements are usually supervised by qualified professionals working in the field and may include, but are not limited to:
 - a. a practicum
 - b. fieldwork
 - c. a clinical placement

¹ The *Occupational Therapy Practice Act 2005* is applicable only up until 30 June 2012. As of 1 July 2012, registration requirements for occupational therapy students and practitioners will come under the [Health Practitioner Regulation National Law](#).

- d. an industry guided simulation
 - e. an industry project or industry experience.
- 4.1.4 The University must take all reasonable steps to ensure that all students who are required to undertake a placement have the capacity to behave appropriately, without endangering themselves or others, or having a detrimental impact on the placement environment or the University.
- 4.1.5 Students on placement are required to:
- a. adhere to relevant professional codes of ethics
 - b. demonstrate a high standard of honesty, integrity and social responsibility
 - c. conduct themselves in a manner that reflects well on the University
 - d. comply with the rules and regulations of the organisation in which they are placed.
- 4.1.6 Students may be obliged to meet certain requirements prior to placement such as police checks, mandatory reporting training, immunisation and first aid certification. Details of such requirements must be included in the course and/or program information available to students prior to enrolling, as well as the course outline, student placement system and other relevant information sources.
- 4.1.7 At least two weeks prior to the commencement of a placement, the [course coordinator](#) must provide each student with written details of the placement, including:
- a. the [assessment](#) requirements of the placement and where applicable, of the course
 - b. the conditions under which students will be assigned to a placement
 - c. the location of the placement and where possible, the name of the supervisor to whom the student will report
 - d. the professional and workplace standards of the placement provider (This may include requirements in relation to dress, punctuality, reporting sick leave, occupational health and safety, or other requirements such as immunisation.)
 - e. the process to be followed if the student has concerns about issues such as exploitation, harassment or unfair treatment during the placement.
- 4.1.8 Where students are required to source their own placements, they must provide the [course coordinator](#) with information about that placement, as specified in the course outline (see clause [2.1.4](#)).
- 4.1.9 Variations to [assessment](#) due to special circumstances or disability will occur in accordance with [Section 3](#) of this Manual and /or University policy [C-7: Students with disabilities](#).

4.2 Medical fitness under current legislation

- 4.2.1 Legislative reporting obligations arising under the [Health Practitioner Regulation National Law](#) and the [Occupational Therapy Practice Act 2005](#)² apply to concerns about the medical fitness of students on placement in the following academic disciplines:
- a. Medical Radiation³
 - b. Midwifery
 - c. Nursing

² The *Occupational Therapy Practice Act 2005* is applicable only up until 30 June 2012. As of 1 July 2012, registration requirements for occupational therapy students and practitioners will come under the [Health Practitioner Regulation National Law](#).

³ As of 1 July 2012, registration requirements for medical radiation students and practitioners will come under the [Health Practitioner Regulation National Law](#).

- d. Occupational Therapy
 - e. Pharmacy
 - f. Physiotherapy
 - g. Podiatry
 - h. Psychology
- 4.2.2 Any University staff member who is also a health professional, and who is involved in the teaching and /or supervision of students on placement, is subject to reporting obligations under the legislation.
- 4.2.3 Concerns about medical fitness may arise in relation to:
- a. a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence)
 - b. a serious communicable disease or infection
 - c. a propensity for violence, or
 - d. any other condition or attribute
- that may foreseeably undermine the student's capacity to take part in the placement or carry out their placement duties without the risk of harm or injury to self, persons in the care of the placement provider, the placement provider, or a third party.
- 4.2.4 Legislation requires that any University staff member who is also a health professional and who is of the opinion that a student is, or may be, medically unfit as defined under the legislation must submit a written report to the relevant registration board setting out their reasons for that opinion, and any other information required by the regulations.
- 4.2.5 A University staff member who reports their concern about medical fitness to the registration board must, at the same time, report the matter to the head of school.
- 4.2.6 The head of school and the relevant [program director](#) will discuss the concern about medical fitness with the student. The student must be advised that:
- a. the ultimate decision regarding medical fitness will be made by the registration board, not the University
 - b. the student will be expected to comply with the registration board's decision
 - c. legislation provides for appeal against the decision of the registration board
 - d. continuing enrolment in the program may be contingent upon the student's acceptance of conditions imposed by the relevant board after any appeal has been heard
 - e. continuing enrolment in the program is contingent on student registration with the registration board.
- 4.2.7 A copy of all reports of concerns about medical fitness must be confidentially forwarded to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file, with a copy to the office of the Deputy Vice Chancellor: Academic.

4.3 Suitability for placement

- 4.3.1 In addition to the legislative reporting obligations described above, any concern about the suitability of a student for a placement in any academic discipline, (including concerns about medical fitness) may be raised by a fellow student, a peer, an academic or professional staff member, or anyone outside the University.
- 4.3.2 Any report of concern about the suitability of a student for placement must be made confidentially to the head of school in the first instance. The head of school will review the concern and determine whether further action should be taken.

- 4.3.3 If the head of school determines that no further action will be taken on the grounds that the report is frivolous, vexatious, or has no merit, the notifier will be informed of this outcome in writing.
- 4.3.4 If the head of school determines that the concern merits further investigation, the head of school must notify the student in writing that they are required to provide evidence of suitability for placement including, where appropriate, evidence of medical fitness.
- 4.3.5 Where the student is unable or unwilling to provide evidence of suitability for placement, or where the evidence provided does not adequately address the concerns raised, the head of school, following discussion with the [program director](#) and/or the student, may decide to:
- allow the placement to proceed, subject to an agreed variation in accordance with University policy [C-7: Students with disabilities](#), or
 - arrange for the student to complete an alternative placement, or
 - advise the student that documentary evidence of suitability for placement including, where appropriate, evidence of medical fitness for placement, is mandatory before the student can be allowed to proceed with the placement, or
 - request advice from the suitability advisory panel (see clause 4.4).
- 4.3.6 A copy of all reports of concerns about suitability for placement must be confidentially forwarded to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file, with a copy to the office of the Deputy Vice Chancellor: Academic.

4.4 Suitability Advisory Panel

- 4.4.1 The suitability advisory panel will be convened on an 'as needs' basis by the head of school to independently consider concerns about the suitability of a student for placement.
- 4.4.2 The panel will act in accordance with the prescribed terms of reference which are to:
- receive a report of concern, via the process described above
 - consider the report and any accompanying evidence, calling for additional information, which may include legal and medical opinion, as required
 - prepare a written report summarising their decision
 - treat all information as strictly confidential, as required under the *Privacy Act*.
- 4.4.3 The membership of the suitability advisory panel will comprise:
- head of school (chair)
 - Deputy Director, Student and Academic Services
 - Senior disability adviser, Learning and Teaching Unit
(The role of the senior disability adviser is limited to the provision of advice regarding services and adjustments which can be provided to allow the student to safely undertake or continue with the placement)
 - Director: Council Services and Chancellery
- and include the attendance of:
- an executive officer
 - other staff as required (e.g. [program director](#), [course coordinator](#), placement supervisor, coordinator: Clinical Placement Unit).
- 4.4.4 Panel members must deal with the matters before them in an unbiased manner, and in accordance with the University's [Code of Ethical Conduct](#) and the [Code of good practice: Relationships between staff and students](#).

- 4.4.5 An impartial observer, acceptable to all parties, may be appointed at the discretion of the Chair to oversee the procedural fairness of the suitability advisory panel's proceedings. The observer will not participate in determining the advice of the panel but will submit a report confirming procedural fairness as an addendum to the panel's report.
- 4.4.6 The chair will provide a copy of all relevant information and documentation, in envelopes marked 'confidential', to members of the panel at least two working days before the meeting.
- 4.4.7 The panel will review the evidence in accordance with the terms of reference (see clause 4.4.2).
- 4.4.8 The chair will collect all copies of relevant information and documentation at the conclusion of the meeting. A complete copy of the papers will be retained on the student's file. All remaining copies must be destroyed using a confidential method.
- 4.4.9 The panel will prepare a written report summarising their decision, and the reasons for their decision.
- 4.4.10 The chair of the panel will ensure that any relevant statutory reporting requirements are fulfilled and will notify the student in writing of the outcome of the suitability advisory panel. A copy of the correspondence must be forwarded to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 4.4.11 Where the student does not agree with the outcome of the suitability advisory panel, the student may write to the divisional pro vice chancellor within five working days of being notified of the outcome, to request a review of the matter. The divisional pro vice chancellor's decision on the matter is final. The student will be notified of the decision in writing, and a copy must be forwarded to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.

4.5 Unsatisfactory performance on a placement

- 4.5.1 Unsatisfactory performance may include one or more of the following:
- a. failure to meet the [assessment](#) requirements as detailed in the course outline
 - b. failure to adhere to the professional standards and workplace requirements of the placement provider
 - c. incomplete or late completion of placement documentation (e.g. journals, case notes etc) unless an extension has been agreed to by the [course coordinator](#)
 - d. failure to discuss critical incidents or issues of concern with the placement supervisor or [course coordinator](#).
- 4.5.2 Unsatisfactory performance on a placement may contribute to:
- a. a final fail [grade](#) in a course that is a placement, or
 - b. a fail [grade](#) for the placement component of a course.
- 4.5.3 Students may appeal the final [grade](#) in accordance with [Section 8](#) of this Manual.

4.6 Misconduct on a placement

- 4.6.1 Where a [course coordinator](#), placement supervisor or placement provider identifies a student whose:
- behaviour on the placement may contribute to risk to self, persons in the care of the placement provider, the placement provider, or a third party, or
 - behaviour may constitute misconduct under [Statute 7](#) of the University of South Australia Statutes, or
 - actions may involve academic misconduct as described in [Section 9](#) of this Manual
- the student will be required to meet with the [course coordinator](#) and/or academic integrity officer. Where the student is unable to attend the meeting, this discussion may occur via email or teleconference.
- 4.6.2 Under the circumstance outlined in clause 4.6.1 above, the student may be immediately removed from the placement at the discretion of the [course coordinator](#), [program director](#), placement supervisor or placement provider.
- 4.6.3 The student may be assisted or represented at the meeting with the [course coordinator](#) or academic integrity officer by:
- a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution
 - any staff member or student of the University.
- 4.6.4 If, as a result of this meeting, the [course coordinator](#) decides that the placement may continue, no further action will be taken.
- 4.6.5 If, as a result of this meeting, the [course coordinator](#) decides that the placement should be suspended and the student removed, the [course coordinator](#) will make a written recommendation, including reasons, to the head of school.
- 4.6.6 The head of school, on reviewing the [course coordinator's](#) recommendation and following further discussion as appropriate, may:
- allow the student to continue the placement, or
 - arrange for the student to complete an alternative placement, or
 - confirm the immediate removal of the student from the placement and, after consultation with the [course coordinator](#), initiate an investigation into the circumstances leading to the removal of the student from placement.
- 4.6.7 Where the head of school decides in favour of clause 4.6.6 a. or b. above, the student will be notified in writing of the head of school's decision, and the [course coordinator](#) will be advised accordingly. A copy of the letter to the student must be forwarded to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 4.6.8 Where the head of school decides in favour of clause 4.6.6 c. above, the investigation will be conducted in accordance with the following:
- for risk as defined in clause 4.6.1 a., refer to the procedures set out in clause 4.2 or 4.3 of this Manual, as appropriate
 - for general misconduct as defined in University of South Australia Statute 7, refer to the procedures set out in [Statute 7](#)
 - for academic misconduct as defined in clause [9.2](#), refer to the procedures set out in clause [9.6](#) of this Manual.

4.7 Unprofessional conduct on a placement

- 4.7.1 This section applies only to Occupational Therapy where state legislation requires reporting of unprofessional conduct by students on placement. All other disciplines should refer to clause 4.6 above.
- 4.7.2 Where a [course coordinator](#) or placement provider is of the opinion that a student has engaged in unprofessional conduct as defined under the legislation, the University is required to make a report to the registration board.
- 4.7.3 In the event that a report of unprofessional conduct is made to the board, the [course coordinator](#) or placement provider must also report the matter to the head of school.
- 4.7.4 The head of school and the [program director](#) will discuss the matter with the student. The student must be advised that:
- the ultimate decision regarding unprofessional conduct will be made by the registration board, not the University
 - the student will be expected to comply with the registration board's decision
 - the legislation provides for appeal against the decision of the registration board, and
 - continuing enrolment may be contingent upon the student's acceptance of conditions imposed by the relevant board after any appeal has been heard.

4.8 Unprofessional conduct generally

- 4.8.1 This section applies only to programs covered by the [Health Practitioner Regulation National Law](#) in the academic disciplines listed in clause 4.2.1.
- 4.8.2 Students must make a written report to the relevant registration board, with whom they are registered, of any of the events listed below, within seven days after becoming aware of the event occurring:
- the student is charged with an offence punishable by 12 months imprisonment or more
 - the student is convicted of or the subject of a finding of guilt for an offence punishable by imprisonment, or
 - the student's registration under the law of another country that provides for the registration of students has been suspended or cancelled.

4.9 Loss of student registration

- 4.9.1 This clause applies only to programs in the academic disciplines listed in clause 4.2.1.
- 4.9.2 A student must immediately notify the University where they have received notification from a registration board of suspension or imposition of a condition on their registration.
- 4.9.3 Where a registration board suspends a student's registration, refuses initial registration, or for any other reason the student does not hold student registration with a board, the University will cancel that student's enrolment in the program. In such cases, there is an appeal mechanism against the removal of student registration under the relevant legislation. Re-enrolment or reinstatement in the program will be contingent on student registration being achieved.
- 4.9.4 Where student registration is lost, the University may provide the student with the option to undertake another program for which registration is not required, providing a place is available and the student meets that program's entry requirements.

5

Re-marking and Re-submission

Purpose

This section describes the circumstances and the procedures by which a student can request a re-mark or re-submission for [assessments](#) that occur during the [study period](#) and prior to the final [summative assessment](#) (these are known as '[progressive assessments](#)').

Relevant to

Re-marking and re-submission are available for [progressive assessments](#) in undergraduate and postgraduate coursework programs, unless otherwise specified in the course outline. Re-marking and re-submission do not apply to final [summative assessments](#) or research theses.

Students wishing to appeal a final [grade](#) for a course should refer to [Section 8](#) of this Manual. Under [Section 8](#) the head of school may approve the re-marking of a final [summative assessment](#).

Students who believe there are [unexpected or exceptional circumstances](#) surrounding their final [summative assessment](#) may be considered for [secondary assessment](#) under [Section 7](#) of this Manual.

Cross-references

- [A-49: Postgraduate Coursework Degrees with a significant research component](#)

5.1 Re-marking

- 5.1.1 Re-marking is where an [assessment](#) task is marked again by a second assessor, without any further work by the student. The second assessor is not provided with details of the student's original [mark](#). The same range of [marks](#) which were used on the original [assessment](#) must be available for re-marking. The second [mark](#) stands, whether it is higher or lower. No further re-marking will be permitted.
- 5.1.2 Re-marking only occurs following a request from a student who considers that an [assessment](#) task has been unfairly or inappropriately marked.
- 5.1.3 A re-marked [assessment](#) task cannot be re-submitted.
- 5.1.4 A student who is seeking a re-mark must contact the relevant [course coordinator](#) within five working days of the return of the [assessment](#), to discuss the original [mark](#).
- 5.1.5 The [course coordinator](#) will decide which of the following outcomes is the most appropriate and will notify the student in writing within five working days:
- arrange for a second assessor to re-mark the [assessment](#)
 - deny the request.
- 5.1.6 If the request for a re-mark is denied, the student may write to the head of school to request a review of the decision concerning the re-mark, indicating the grounds for their request.
- the request must be made within five working days of the student being notified of the [course coordinator's](#) decision
 - the head of school will decide if a re-mark is justified and will notify the student and the [course coordinator](#) in writing of their decision within five working days of the student's request
 - where a re-mark is not approved, the original [mark](#) will stand

- d. where a re-mark is approved, the head of school will make arrangements for the [assessment](#) task to be re-marked
- e. the second assessor may be from the same or another division, or another institution, and must have expertise in the area of the [assessment](#), but cannot be the original assessor. The second assessor will not be given details of the student's original [mark](#)
- f. the head of school will notify the student in writing of the outcome of the re-mark within ten working days
- g. a copy of all correspondence with the student must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.

5.1.7 Students who are not satisfied with the result of the re-mark may appeal their final [grade](#) in accordance with the procedures outlined in [Section 8](#) of this Manual.

5.2 Re-submission

- 5.2.1 Re-submission is where a student is permitted to make substantial amendments to an [assessment](#) task which they have failed. The [assessment](#) is then re-submitted to the original assessor within a specified time frame.
- 5.2.2 Re-submission can be initiated by a [course coordinator](#), academic integrity officer, or a student.
- 5.2.3 A re-submitted [assessment](#) cannot be re-marked.
- 5.2.4 A student who considers that they have grounds for re-submission must contact the [course coordinator](#) within five working days of the return of the [assessment](#), to discuss the original [assessment](#). The [course coordinator](#) will notify the student in writing within five working days whether a re-submission has been granted or denied.
- 5.2.5 Alternatively, a [course coordinator](#) may offer the student the opportunity to re-submit work within five working days of the return of the [assessment](#).
- 5.2.6 If the [course coordinator](#) agrees to grant a re-submission, the [course coordinator](#) will indicate to the student how much of the [assessment](#) needs to be re-submitted, the timetable for re-submission, and the [marks](#) available.
- 5.2.7 Students who pass a re-submission will be granted a maximum [mark](#) of 50% unless
- a. the [course coordinator](#) considers there are exceptional circumstances which warrant the full range of [grades](#) being available, or
 - b. the re-submission is the result of an academic misconduct inquiry. In these cases an academic integrity officer will determine the range of [marks](#) available, in consultation with the [course coordinator](#).
- 5.2.8 If a request for a re-submission is denied, the student may write to the head of school to request a review of the decision, indicating the grounds for their request.
- a. the request must be made within five working days of the student being notified of the [course coordinator's](#) decision
 - b. the head of school will decide if a re-submission is justified and will notify the student and the [course coordinator](#) in writing of their decision, within five working days of the student's request
 - c. where a re-submission is not approved, the original fail [grade](#) will stand
 - d. where a re-submission is approved by the head of school, the [course coordinator](#) will notify the student in writing about how much of the [assessment](#) task needs to be re-submitted, the timetable for re-submission, and the [marks](#) available

- e. the [course coordinator](#) will notify the student of the outcome of the re-submission within ten working days
- f. a copy of all correspondence with the student must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.

5.2.9 Students who are not satisfied with the result of the re-submission may appeal their final [grade](#) according to the procedures outlined in [Section 8](#) of this Manual.

5.3 Re-marking, re-submission and academic integrity

5.3.1 An academic integrity officer may approve a re-mark or re-submission as a result of an academic misconduct inquiry only where the course outline states that re-marking and re-submission are available in that course.

6

Examination Procedures

Purpose

This section describes the rules for [summative examinations](#), including breaches of procedure.

Relevant to

These procedures apply to all undergraduate and postgraduate coursework courses with [summative examinations](#), whether held on campus, at another location in Australia, or offshore. Clause 6.1.11 below outlines the provisions applicable to students studying through Open Universities Australia (OUA).

Cross-references

- [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- [APPM Section 3: Moderation and Variation](#)
- [APPM Section 9: Academic Integrity](#)
- [OUA Examination Policies and Procedures](#)
- [State Records Act 1997 \(SA\)](#)

6.1 General procedures

- 6.1.1 Students will be notified of [examination](#) times and locations in advance of the scheduled [examination](#). All students are required to sit their [examination](#) at the scheduled date and time irrespective of any conflict with a planned holiday or special event.
- 6.1.2 Students are responsible for finding out their [examination](#) times and locations, and for travelling to the venue. It is recommended that students arrive at least 15 minutes prior to the published start time.
- 6.1.3 Students who arrive up to 30 minutes after the published start time will be permitted to enter the [examination](#) room, but will not be allowed any additional time to complete the [examination](#).
- 6.1.4 Students who arrive more than 30 minutes after the published start time will not be permitted to enter the [examination](#) room, and will receive a zero [mark](#) for that [examination](#).
- 6.1.5 All students must bring with them, and display on their desk:
- a. their student identification card, or
 - b. an alternative form of photographic identification such as a passport or driver's license.
- If a student does not provide acceptable photographic identification, the [invigilator](#) will compare the student's likeness with University records in order to verify the student's identity.
- 6.1.6 Where applicable, students must also display on their desk:
- a. an approved Disability Access Plan, and/or
 - b. a student ID card with the red 'E', indicating entitlement to extra time (see clause [3.3.2](#)).
- 6.1.7 Unless otherwise specified, either in the course outline or as an agreed provision under [Section 3](#) of this Manual, a student must not take into the [examination](#) room any item with the potential to provide them or any other student with an advantage. This includes, but is not limited to:
- a. text books or any other book, including dictionaries

- b. calculators
 - c. mobile telephones, or any other electronic device
 - d. notes, or other written documents
 - e. personal items or devices
 - f. [examination](#) answer booklets, attendance slips or any paper.
- 6.1.8 Any items which have been specified in the course outline as being allowed in the [examination](#) room must not be enhanced or tampered with in any way that has the potential to provide an additional advantage to the student or any other student.
- 6.1.9 Head dress is not to be worn in the [examination](#) room unless required for [religious observance](#) or medical reasons.
- 6.1.10 [Examination](#) answer books and attendance slips must be retained in confidential storage by the school for a minimum of twelve months following the deadline for finalisation of results for the relevant [study period](#). After this time, the disposal of these documents should be managed in consultation with the University's records management office (Chancellery).
- 6.1.11 With the exception of clauses 6.4 – 6.6 below, students studying through Open Universities Australia (OUA) will be subject to separate provisions as set out in the [OUA Examination Policies and Procedures](#).
- 6.1.12 See clause [3.3](#) of this Manual for details about variations to [examinations](#) including provisions for Indigenous Australian students, students of non-English speaking background, and students with disabilities, experiencing financial hardship or with carer responsibilities.
- 6.1.13 Exceptions to these procedures may only be made with the prior approval of the Director: Student and Academic Services.

6.2 Procedures during the [examination](#)

- 6.2.1 Every student must complete the attendance slip provided.
- 6.2.2 The [examination](#) start time will include a designated reading time of ten minutes. An [invigilator](#) will announce when the reading time has elapsed, after which students may commence writing in the [examination](#) booklet. No further announcements to commence writing will be made.
- 6.2.3 [Course coordinators](#) may recommend a longer reading time in the instructions on the [examination](#) paper. In these cases, the extra reading time is allowed for in the total [exam](#) time. Where there are multiple [examinations](#) being held in one venue, the end of longer reading times will not be announced, so as to avoid disruption to other candidates.
- 6.2.4 During the designated reading time (see clause 6.2.2), students are not permitted to use a calculator or write in the [examination](#) booklets but may complete attendance slips, fill in details required on the front cover of [examination](#) booklets, and make notes on loose-leaf paper provided.
- 6.2.5 No student may commence writing answers until authorised by an [invigilator](#). All students must stop writing when instructed by an [invigilator](#). At the end of the [examination](#) all students must remain seated until all [examination](#) booklets have been collected.
- 6.2.6 During an [examination](#) students are not permitted to speak to or communicate with any other student, or give or receive any form of assistance, academic or otherwise.

6.3 Procedures for leaving the [examination](#) room

- 6.3.1 Students are not permitted to leave the [examination](#) room in the first 30 minutes after the published starting time, or during the last ten minutes of any [examination](#).
- 6.3.2 After the first 30 minutes of the [examination](#) have lapsed, a student can request to leave the [examination](#) room for a short break. Approval must be given by an [invigilator](#) and the student will be supervised during the period of absence.
- 6.3.3 Students wishing to permanently leave the [examination](#) room must hand all [examination](#) booklets to the [invigilator](#) who will endorse the booklets as correctly identifying the student.
- 6.3.4 Students must not remove any [examination](#) booklets, scrap paper or attendance slips from the [examination](#) room.

6.4 Breaches of [examination](#) procedures

- 6.4.1 Any breach of [examination](#) procedures will constitute academic misconduct even if it cannot be demonstrated that the student gained an advantage as a result of the breach.
- 6.4.2 Breaches of the [examination](#) procedures determined as constituting academic misconduct by an academic integrity officer will be recorded in accordance with [Section 9](#) of this Manual.

6.5 Procedures for breaches that cause disruption to an [examination](#)

- 6.5.1 Any student disrupting an [examination](#) may be instantly dismissed from the [examination](#) room at the discretion of the [chief invigilator](#). If the student is dismissed, the [chief invigilator](#) will document the incident and provide a report to the head of school within five working days of the incident.
- 6.5.2 The head of school will investigate the incident as either:
- academic misconduct as set out in [Section 9](#) of this Manual, or
 - misconduct as set out in Statute 7 of the University of South Australia Statutes.
- 6.5.3 Where dismissal is not deemed appropriate by the [chief invigilator](#), the student will be permitted to remain in the [examination](#) room, and clause 6.6 will apply.

6.6 Procedures for breaches that do not cause disruption to an [examination](#)

- 6.6.1 If a breach is detected that does not cause disruption to the [examination](#), or is assessed by the [chief invigilator](#) as not warranting dismissal from the [examination](#) room, the [invigilator](#) will advise the student that the breach has been detected and will be reported.
- 6.6.2 The [invigilator](#) will document the incident and will provide a report to the academic integrity officer of the relevant school, within five working days of the incident.
- 6.6.3 If the academic integrity officer considers that the breach constitutes academic misconduct, they will investigate the incident following the procedures as set out in [Section 9](#) of this Manual.
- 6.6.4 If the academic integrity officer considers that the breach does not constitute academic misconduct, they will provide academic counselling to the student.

6.7 Arrangements for students studying a course externally

- 6.7.1 The University has approved [examination](#) centres throughout Australia and overseas which are provided free-of-charge to students. [Examination](#) venues are allocated according to a model which facilitates a reasonable travelling distance for those students who are required to attend [examinations](#) (see clauses 6.7.5 and 6.7.6). Only in rare exceptions will these arrangements be changed.
- 6.7.2 Where an external student fails to attend a scheduled [examination](#) at an approved [examination](#) centre, the student will be required to reimburse the University for the costs associated with arranging the [examination](#).
- 6.7.3 The [examination](#) centre allocation will be made five weeks before the scheduled [examination](#) period according to the student's mailing address as recorded on the student record system.
- 6.7.4 Students are required to ensure that their correct mailing address is on the student record system.
- 6.7.5 Students studying a course externally are required to sit [examinations](#) with internal students at the designated University venue if their mailing address on the student record system is:
- within the Adelaide metropolitan area⁴
 - within a 105 kilometre radius of the Whyalla campus⁵, or
 - within a 105 kilometre radius of the Mt Gambier Regional Centre.
- 6.7.6 Students studying a course externally whose mailing address on the student record system is outside of the areas defined under clause 6.7.5 are required to either:
- travel to a designated University venue where the internal [examination](#) is scheduled, or
 - travel to an approved [examination](#) centre (see clause 6.7.2) where arrangements will have been made for the student to sit the [examination](#)
- as determined by the University.
- 6.7.7 Where the University is unable to allocate a student to an approved [examination](#) centre, the student will be required to make external invigilation arrangements in accordance with clauses 6.7.8 – 6.7.11 below.
- 6.7.8 An external [invigilator](#) must:
- not be a relative or personal friend of the student, or friend of the student's family
 - not have any conflict of interest in fulfilling their duties
 - be able to speak, read and write in English to ensure that [examination procedures](#) and instructions are correctly implemented and there is effective communication with the University
 - be one of the following, and able to provide evidence in the form of original letterhead, business card, a badge number, or ID number:
 - university or college [examination](#) officer or academic staff member
 - corporate training or education officer
 - librarian
 - minister of religion or other religious leader

⁴ as defined by the postcodes 5000-5199, 5201, 5231-5234, 5240-5245 and 5250-5252

⁵ encompassing Whyalla, Whyalla Playford, Whyalla Norrie, Whyalla Stuart, Whyalla Jenkins, Iron Knob, Cowell, Port Augusta and Stirling North

- (v) police officer
- (vi) school principal, deputy principal or teacher
- (vii) justice of the peace.

- 6.7.9 Students making external invigilation arrangements must undertake their [examination](#) on the same date and South Australian time as the published schedule for internal students.
- 6.7.10 Failure to provide the required invigilation documentation ten working days before mid-[study period](#) supervised [assessments](#), or 20 working days before end-of-[study period](#) [examinations](#) may result in the [examination](#) arrangements not being finalised and the student not being able to complete the [assessment](#) requirements for that course.
- 6.7.11 The University ([course coordinator](#)) reserves the right not to accept a proposed invigilation arrangement. In such cases the student will be advised of the need to make alternative invigilation arrangements. However, head of school approval is required for any variation to the time and date of an [examination](#). Any costs incurred will be the responsibility of the student and will not be reimbursed by the University.

6.8 Off-campus [secondary assessment examination](#) arrangements for students studying a course internally

- 6.8.1 Students studying a course internally are expected to be available for all [examinations](#) at the specified venue during the examination periods.
- 6.8.2 The following clauses (6.8.3 - 6.8.7) apply to students who:
- a. have a home address outside of South Australia, as recorded on the student record system
 - b. are studying at one of UniSA's campuses in South Australia
 - c. are intending to return home immediately after their [examinations](#), and
 - d. request to sit a secondary examination in their home country/state.
- 6.8.3 Where the student is offered a secondary examination during the applicable secondary [assessment period](#), they are expected to make reasonable attempts to attend the specified venue by delaying or deferring travel elsewhere.
- 6.8.4 Where it is not possible for the student to delay or defer travel, the student may apply to sit the [examination](#) off-campus.
- 6.8.5 An application to sit the [examination](#) off-campus must be made by completing the appropriate form and lodging it with Campus Central or the UniSA partner administration office as applicable, within five working days of notification of an approved [secondary assessment examination](#).
- 6.8.6 Off-campus [examinations](#) must be held at the same time as the equivalent on-campus [examinations](#), and will not be approved for an alternate time.
- 6.8.7 Arrangements for off-campus [examinations](#) will be made in accordance with clauses 6.7.8 to 6.7.11 above.

7

Secondary Assessments

Purpose

This section describes the provision of [secondary assessments](#) that may be offered after the conclusion of the primary [assessment](#) or [examination](#) period to assist students to fully complete the [assessment](#) requirements for a course. This may be through the academic considerations of [supplementary assessment](#), or the acknowledgement of [unexpected or exceptional circumstances](#) through [deferred assessment](#) or [special consideration](#).

Relevant to

- enabling programs
- undergraduate and postgraduate coursework programs
- single course and cross-institutional enrolments
- courses approved for [supplementary assessment](#) (including [examination](#))
- students with documentary evidence of unexpected and exceptional circumstances

Cross-references

- [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- [C-7: Students with disabilities](#)
- [Guide for elite athletes and elite performers at UniSA](#)
- [APPM Section 3: Moderation and Variation](#)
- [APPM Section 8: Final Grades and Notations](#)

7.1 Secondary assessments

7.1.1 [Secondary assessments](#) may take the form of:

- a. [supplementary assessment](#) (including [examination](#)),
- b. [deferred assessment](#), or
- c. [special consideration](#)

The conditions and procedures that apply to each of these forms of [secondary assessment](#) are described in the relevant sections below.

7.1.2 [Secondary assessments](#):

- a. must test the same areas of skill and knowledge that the original [assessment](#) was intended to test
- b. must be consistent with the stated [assessment](#) criteria in the course outline
- c. will be scheduled after the primary [assessment](#) or [examination](#) period
- d. may not be available in courses with field or clinical placements
- e. will not be granted on the grounds that the student had mistaken the time or place of the [examination](#), or missed the due date for an [assessment](#).

7.1.3 [Secondary assessments](#) are scheduled in the next available exam period. [Secondary assessments](#) that cannot be scheduled in the next available exam period are arranged in consultation between schools and Student and Academic Services, and will normally occur within a regular [assessment period](#).

- 7.1.4 A [course coordinator](#) may authorise a variation to the [secondary assessment grade](#) entry date. This authorisation may only be used in exceptional circumstances. The course coordinator must inform Campus Central or UniSA transnational administration office, as applicable, who will override the final [secondary assessment or examination grade](#) entry date. The flag will exclude the student record from academic review reports until the flag has expired.
- 7.1.5 Students with approved [secondary assessment](#) will have an [assessment](#) flag entered on their record by Campus Central or a UniSA transnational administration office, as applicable. The flag will indicate the specific form of [secondary assessment](#) that has been granted and will exclude the student record from the primary round of academic review reports. Where the [secondary assessment](#) is a [supplementary assessment](#), the [assessment](#) flag may be entered at the time of result moderation by the assigned school exams administrator, prior to finalising results.
- 7.1.6 Final results of [secondary assessments](#), including original fail [grades](#) where a student did not complete the [secondary assessment](#), will be included in the round of academic review reports that follow the secondary [assessment period](#).
- 7.1.7 Students who have a Disability Access Plan may make their first attempt at [assessment](#) at the time of the [secondary assessment](#) (see policy [C-7: Students with disabilities](#)) and the full range of [grades](#) will be available.

7.2 Supplementary assessment (including examination)

- 7.2.1 [Supplementary assessment](#) may be used to offer students an opportunity to gain a supplementary pass (SP) in a course that has been approved for [supplementary assessment](#).
- 7.2.2 [Supplementary assessment](#) may involve an [examination](#) or other form of [assessment](#).
- The use of supplementary examination must be authorised by the division board (or a delegated committee) as part of the course approval process and specified in the course outline. The authorisation will remain valid for that course unless revoked by the authorising committee, regardless of whether the [examination](#) is required during each delivery of the course.
 - Supplementary examination, as approved by a division board, may be granted in all undergraduate and postgraduate coursework programs offered by the University.
 - The use of [supplementary assessment](#) other than [examination](#) must be authorised by the school board or delegated committee as part of the course approval process and specified in the course outline. The [supplementary assessment](#) may include viva voce, prepared papers, essays or practical work and must be completed by the conclusion of the subsequent [assessment period](#). The authorisation will remain valid for that course unless revoked by the authorising committee, regardless of whether the [assessment](#) is required during each delivery of the course.
- 7.2.3 The course outline must state clearly whether [supplementary assessment](#) is available in the course.
- 7.2.4 [Supplementary assessment](#) may not be available in courses requiring field or clinical placement. [Course coordinators](#) must advise students of this in the course outline.
- 7.2.5 Where a course has been approved for [supplementary assessment](#) (see clause 7.2.2 c), [supplementary assessment](#) may be available to cross-institutional and single course enrolments, if approved by the head of school on the recommendation of the [course coordinator](#).
- 7.2.6 [Supplementary assessment](#) is not available for Open Universities Australia units delivered by UniSA.

- 7.2.7 [Supplementary assessment](#) will only be granted to students under the following conditions, and only if, in the opinion of the [course coordinator](#), there is a reasonable expectation that the student could achieve a supplementary pass in the course:
- a. For students undertaking a [full-time load](#) (i.e. 13.5 units or more per [study period](#)), the student will require a [grade point average \(GPA\)](#) of 2.80 or greater for studies undertaken in the six months immediately preceding and relevant to the [academic review period](#), to be considered for [supplementary assessment](#).
 - b. For students who have undertaken less than 75% of a [full-time load](#) (i.e. less than 13.5 units per [study period](#)) in the six months immediately preceding and relevant to the [academic review period](#), the use of the GPA is discretionary. However, [supplementary assessment](#) will not be awarded if more than 50% of the course load undertaken in the preceding six months has been failed.
 - c. The student must have received a final [grade](#) of Fail Level 1 (F1) in the course.
 - d. The student may be awarded [supplementary assessment](#) in a maximum of two courses in a given [study period](#) where a final [grade](#) of F1 is obtained, provided the student has passed at least one course in the six months immediately preceding and relevant to the [academic review period](#).
 - e. [Supplementary assessment](#) will not be awarded for a final [grade](#) of Fail Level 2 (F2), except under the conditions described in 7.2.6. f below.
 - f. Special arrangements regarding [supplementary assessment](#) (including examination) may be made for a student who is undertaking the final courses of their program. A student is defined to be undertaking the final courses of their program if they have nine or less units remaining to complete their program.

7.2.8 When a [course coordinator](#) authorises [supplementary assessment](#) for a student, based on the conditions outlined in clause 7.2.7, the following actions should be taken:

- a. The [course coordinator](#) will notify the assigned school exams administrator (if granted during result moderation) or Campus Central or UniSA transnational administration office, as applicable, that a [supplementary assessment](#) or examination has been granted.
- b. The assigned school exams administrator will place a supplementary examination or assessment flag on the student's record prior to finalising results. Campus Central or UniSA transnational administration office, as applicable, will place a supplementary examination or assessment flag on the student record when awarded after results are finalised. The flag will exclude the student record from the primary round of academic review reports.
- c. If the [supplementary assessment](#) is an [examination](#), and flagged accordingly in the University's program and course management system, an [examination](#) will be scheduled in accordance with the schedule published by Student and Academic Services.
- d. Campus Central or UniSA transnational administration office, as applicable, will notify the student in writing when a supplementary examination has been granted and will advise the student to consult the [examination](#) timetable on the University website.
- e. If the [supplementary assessment](#) is *not* an [examination](#) the [course coordinator](#) will notify the student in writing of the details of the [assessment](#) task, including the revised [assessment](#) submission date. A copy of the correspondence must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.

- f. Successful completion of [supplementary assessment](#) will be recorded as a supplementary pass (SP). Failed [supplementary assessment](#) will be recorded as a Fail (F).
- g. The original fail [grade](#) will stand if the student does not sit a supplementary examination or complete the [supplementary assessment](#).
- h. In accordance with clause 7.2.7 f or 7.2.7 g above, either the new result or the original fail [grade](#) will be included in the round of academic review reports that follow the secondary [assessment period](#).

7.3 Deferred assessment

- 7.3.1 [Deferred assessment](#) is a form of [secondary assessment](#) which is granted to students who have been unable to undertake the final [assessment/examination](#), to assist them to achieve a final [grade](#) in a course.
- 7.3.2 Students may apply for [deferred assessment](#) if they can demonstrate, with supporting documentation, that due to [unexpected or exceptional circumstances](#) they were unable to sit the final [examination](#) or submit the final [assessment](#) by the due date. Students must demonstrate that the unexpected or exceptional circumstances occurred in a period of time directly related to attendance at the [examination](#), or the deadline for submission of the final [assessment](#).
- 7.3.3 [Deferred assessments](#) may be granted only once in respect of each course, unless otherwise determined by the Director: Student and Academic Services, and only in cases of unexpected or exceptional circumstances.
- 7.3.4 Undergraduate, postgraduate coursework and Open Universities Australia students enrolled in UniSA courses may apply for [deferred assessment](#).
- 7.3.5 [Deferred assessment](#) may not be available in courses requiring field or clinical placement. [Course coordinators](#) must advise students of this in the course outline.
- 7.3.6 Students must lodge an application for [deferred assessment](#) at Campus Central or UniSA partner administration office no later than five working days after the scheduled [examination](#) date or deadline for submission of the final [assessment](#). The application must be accompanied by supporting documentation that demonstrates that the unexpected or exceptional circumstances prevented the student from sitting the final [examination](#) or submitting the final [assessment](#). The student must also indicate on the form whether variations have already been granted in the course (see clause [3.2](#)).
- 7.3.7 If the unexpected or exceptional circumstances also have an impact on the student's ability to complete and submit the form within the specified timeline, they may write to the Director: Student and Academic Services at the earliest opportunity requesting that the five day time limit be waived.
- 7.3.8 Campus Central or UniSA transnational administration office, as applicable, will assess the deferred application and the supporting documentation, and will enter a [deferred examination](#) flag on the student record if the student:
 - a. did not attend the primary [examination](#)
 - b. has provided supporting documentation of unexpected or exceptional circumstances, and
 - c. has declared on the form that there are no existing variations that have already been granted under [Section 3](#) of this Manual.

- 7.3.9 Where the final [assessment](#) is not an [examination](#) and/or where supporting documentation is lacking, the application will be forwarded to the [course coordinator](#) who will decide which one of the following outcomes is the most appropriate:
- approval of a [deferred assessment](#)
 - approval of a [deferred examination](#)
 - no action (i.e. the original [grade](#) stands).
- 7.3.10 The [course coordinator](#) will make a decision within five working days of receiving the application.
- 7.3.11 Where the [course coordinator](#) decides that the student will be granted a [deferred assessment](#):
- the [course coordinator](#) will:
 - mark the decision to approve [deferred assessment](#) on the form and return it to Campus Central or UniSA transnational administration office, as applicable, and
 - notify the student in writing of the details of the [assessment](#) task, including the revised [assessment](#) submission date. A copy of the correspondence must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
 - Campus Central or UniSA transnational administration office will record a [deferred assessment](#) on the student record. This will exclude the student record from the primary round of academic review reports.
- 7.3.12 Where the [course coordinator](#) decides that the student will be granted a [deferred examination](#):
- the [course coordinator](#) will mark the decision to approve a [deferred examination](#) on the form and return it to Campus Central or UniSA partner administration office.
 - Campus Central or UniSA transnational administration office will:
 - record a [deferred assessment](#) in the student record. This will exclude the student record from the primary round of academic review reports.
 - notify the student in writing, confirming the [deferred examination](#) and referring the student to the [examination](#) schedule on the University website.
- 7.3.13 The full range of final [grades](#) will be available for [deferred assessment](#).
- 7.3.14 The [deferred assessment grade](#) will be included in the round of academic review reports that follow the secondary [assessment period](#), unless otherwise indicated by the [course coordinator](#) (see clause 7.1.4).

7.4 Special consideration

- 7.4.1 [Special consideration](#) is a form of [secondary assessment](#) which is granted to assist students to improve their final [grade](#) for a course, where completion of their final [assessment](#) was affected by [unexpected or exceptional circumstances](#).
- 7.4.2 [Special consideration](#) may be granted by a [course coordinator](#) if a student can demonstrate, with supporting documentation, that their performance in the final [examination](#) or [assessment](#) was affected by [unexpected or exceptional circumstances](#). The circumstances must have occurred either during the [examination](#), or during the preparation time leading to the [examination](#) or deadline for submission of the final [assessment](#).

- 7.4.3 [Special consideration](#) may be granted only once in respect of each course, unless otherwise determined by the Director: Student and Academic Services, and only in cases of [unexpected or exceptional circumstances](#).
- 7.4.4 Undergraduate, postgraduate coursework and Open Universities Australia students enrolled in UniSA courses may apply for [special consideration](#).
- 7.4.5 [Special consideration](#) as [secondary assessment](#) may not be available in courses requiring field or clinical placement. [Course coordinators](#) must advise students of this in the course outline.
- 7.4.6 Students must lodge an application for [special consideration](#) at Campus Central or UniSA partner administration office no later than five working days after the scheduled [examination](#) date, or the deadline for submission of the final [assessment](#).
- 7.4.7 If the [unexpected or exceptional circumstances](#) also have an impact on the student's ability to complete and submit the form within the specified timeline, they may write to the Director: Student and Academic Services at the earliest opportunity requesting that the five day time limit be waived.
- 7.4.8 The application must be accompanied by supporting documentation of [unexpected or exceptional circumstances](#) which demonstrate that the timing of the event was significant enough to affect the student's performance in the final [assessment](#) or [examination](#). The student must also indicate on the form whether variations have already been granted in the course (see clause [3.2](#)).
- 7.4.9 Campus Central or UniSA transnational administration office will receipt and forward the application to the [course coordinator](#) who, after marking the student's final [examination](#) or [assessment](#), will decide which one of the following outcomes is the most appropriate:
- no action (i.e. the original [grade](#) stands)
 - adjustment to the [assessment mark](#) to make allowance for the [unexpected or exceptional circumstances](#)
 - an extension of time for the student to complete the [assessment](#)
 - an alternative [assessment](#) which allows the student to demonstrate learning outcomes similar to those related to the original [assessment](#). The alternative [assessment](#) may take the form of an [examination](#)
 - a replacement [assessment](#) which resembles as closely as possible the original [assessment](#), and carries the same percentage of the total weighting for the course. The replacement [assessment](#) may take the form of an [examination](#).
- 7.4.10 The [course coordinator](#) will make a decision within five working days of receiving the application.
- 7.4.11 If the outcome is an alternative or replacement [assessment](#):
- the [course coordinator](#) will return the form to Campus Central or UniSA transnational administration office, as applicable, with the appropriate outcome noted.
 - Campus Central or UniSA transnational administration office, as applicable, will enter a [special consideration](#) assessment or examination flag on the student record. The flag will exclude the student record from the primary round of academic review reports.
- 7.4.12 If the outcome is an alternative or replacement [assessment](#) that is an [examination](#):
- Campus Central or UniSA transnational administration office, as applicable, will notify the student in writing, confirming their enrolment in an [examination](#) and referring the student to the [examination](#) schedule on the University website.

- b. the [course coordinator](#) will notify the Director: Student and Academic Services to ensure that an [examination](#) is scheduled in accordance with the schedule published by Student and Academic Services.
- 7.4.13 If the outcome is an alternative or replacement [assessment](#) that is **not** an [examination](#), the [course coordinator](#) will notify the student in writing of the details of the [assessment](#) task, including the revised [assessment](#) submission date. A copy of the correspondence must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 7.4.14 The full range of final [grades](#) will be available for [special consideration](#).
- 7.4.15 The [special consideration grade](#) will be included in the round of academic review reports that follow the secondary [assessment period](#), unless otherwise indicated by the [course coordinator](#) (see clause 7.1.4).
- 7.4.16 If a student does not complete the [assessment](#) granted under clauses 7.4.9 c, d, or e, the original [grade](#) will stand.

7.5 Unexpected or exceptional circumstances

- 7.5.1 [Unexpected or exceptional circumstances](#) are those which were outside the control of the student and/or for which there was no opportunity to prepare in advance.
- 7.5.2 Students who wish to apply for [deferred assessment](#) (see clause 7.3) or [special consideration](#) (see clause 7.4) must provide supporting documentation.
- 7.5.3 Supporting documentation must be in the form of original documents that can be verified where necessary.
- 7.5.4 Clauses 7.6 - 7.8 below provide examples of [unexpected or exceptional circumstances](#). However approval is not limited to these examples if acceptable supporting documentation is provided.

7.6 Medical circumstances

- 7.6.1 Medical circumstances include:
- an unexpected illness
 - a re-occurrence of a chronic illness
 - an accident
- which occurred during preparation for a final [examination](#) or before the deadline for submission of the final assessment.
- 7.6.2 A disability or illness for which a variation has already been made will not be accepted unless the disability has been compounded by an unexpected change, or an additional condition.
- 7.6.3 Supporting documentation for medical circumstances must take the form of an original certificate or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition. (See [General Definitions](#) at the end of this Manual for definition of [medical certificate](#) and who can issue a [medical certificate](#).) Forms completed by other health professionals will not be accepted.
- 7.6.5 Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family.

7.7 Compassionate circumstances

- 7.7.1 Compassionate circumstances include hardship or trauma such as:
- a death or serious illness of a close family member
 - a severe disruption to domestic arrangements
 - being a victim of crime
 - an accident
- which occurred during preparation for a final [examination](#) or before the deadline for submission of the final [assessment](#).
- 7.7.2 Supporting documentation for compassionate circumstances may take the form of:
- The relevant section of the [Special consideration](#) application or Application to Defer form, completed by a Learning and Teaching Unit counsellor who had prior knowledge of the student and their circumstances.
 - An original [medical certificate](#) or letter on letterhead from a registered treating medical practitioner, registered health practitioner or approved specialist, depending on the nature of the condition. (See [General Definitions](#) at the end of this Manual for definition of [medical certificate](#) and who can issue a [medical certificate](#).)
 - A letter from a person qualified to assess and support the application (e.g. clergy providing grief counselling).
 - A certificate from a funeral director or death notice.
- 7.7.3 Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family.

7.8 Special circumstances

- 7.8.1 Special circumstances may include:
- [religious observance](#)
 - [community service](#) (e.g. jury duty, a call to the Australian Defence Force or state emergency service that was not foreseen)
 - a summons to appear in court
 - a minor vehicle accident that occurred on the day of the [examination](#)
 - training/sporting/rehearsing/performing commitments (for elite athletes and elite performers, as identified in the [Guide for elite athletes and elite performers at UniSA](#))
 - Employment related circumstances such as a move interstate at short notice may be claimed as special circumstances. However, changed employment circumstances within the student's control, or holiday arrangements, do not meet this criterion.
- In these circumstances documentary proof is required (see clause 7.8.2).
- 7.8.2 Supporting documentation for special circumstances can include:
- a certified call to Australian Defence Force service
 - a description, including the date, of the emergency attended for State Emergency Service or Country Fire Service personnel
 - an original letter confirming changed employment circumstances
 - an original letter confirming training and/or competition dates (for elite athletes and elite performers, as identified in the [Guide for elite athletes and elite performers at UniSA](#))
 - a copy of an accident report
 - a court summons.

7.8.3 Supporting documentation will not be accepted from a relative or personal friend of the student, or friend of the student's family.

Purpose

This section describes:

- the process for approval and publication of:
 - final course [grades](#)
 - honours program [grades](#)
 - final [notations](#) for research students
 - final [notations](#) for students who withdraw after the census date
- conceded and terminating passes, and
- interim [notations](#)

Relevant to

- coursework and research grades and [notations](#) for all students
- courses approved to award terminating passes (TP) and conceded passes (CP)
- the appeal mechanism for coursework students' final grade in a course

Cross-references

- [A-42: Honours degree programs](#)
- [A-48: Enrolment](#)
- [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- [RES-10: Higher degrees by research](#)
- [Academic regulations for Higher Degrees by Research](#)
- [Academic regulations for the Degree of Doctor of Philosophy \(by Portfolio of Publications\)](#)
- [APPM Section 3: Moderation and Variation](#)
- [APPM Section 10: Academic Review](#)
- [APPM Section 11: Student Appeals Committee](#)

8.1 Determination and approval of results

- 8.1.1 The Director: Student and Academic Services will publish an annual schedule that specifies the timelines for final [assessments](#), review of [assessments](#) and finalisation of results for each [study period](#). The schedule will also identify the census and withdrawal dates for each [study period](#).
- 8.1.2 The [course coordinator](#) is responsible for recommending the final [mark](#) and grade for each student after taking into account any alternative [assessment](#) arrangements made in accordance with [Section 3](#) of this Manual. Recommended [marks](#) and grades must be entered in the student record system via the grade roster.
- 8.1.3 All courses must be graded according to the University's approved [assessment](#) grading schema (see clause 8.5). Where a final grade has not been determined, or a student has withdrawn after the census date, approved [notations](#) will be used (see clauses 8.2 and 8.5).

- 8.1.4 The school board or delegated committee of the school responsible for administering the program in which a student is enrolled, will:
- a. review the recommended [marks](#) and grades, grade distribution reports and any other relevant documentation, and will moderate where applicable. This review should include, but is not limited to the consideration of the results of students:
 - (i) within the same class
 - (ii) across different classes within the same course
 - (iii) within the same course across different programs, including onshore and offshore versions of a program, and then
 - b. grant conceded and terminating passes where applicable (subject to clauses 8.2.6 and 8.3), and then
 - c. approve the final grades or [notations](#) for publication on the University website.
- 8.1.5 The Director: Student and Academic Services will ensure that final grades or [notations](#) are published on the University website. Final grades may not be released by any other means. Special provisions will be made for those students who do not have access to electronic communication. Normally this will be in writing to the student at their mailing address on the student record system.
- 8.1.6 After grades and [notations](#) have been finalised, they can only be altered with the approval of the head of school of the school responsible for the course, or authorised nominee, on the advice of the [course coordinator](#).
- 8.1.7 The University's formal reporting of a student's performance in a course is by the final grade only. Percentage [marks](#) that appear on grade rosters will be recorded in the student record system, but will not be published on the web, printed on a results notice or academic transcript, or communicated to students.

8.2 Interim [notations](#) and flags

- 8.2.1 If a student is enrolled in a course, but it is not possible to finalise their grade by the published deadline (see clause 8.1.1), an interim [notation](#) should be used so that a student's progress in a program can be accurately reviewed (see [Section 10](#) of this Manual).
- 8.2.2 All interim [notations](#) must be converted to a final grade by the relevant date in the schedule published by the Director: Student and Academic Services. Any interim [notations](#) not converted within one year will be converted to the grade of Fail (F) for a non-graded course, or Fail Level 2 (F2) for a graded course.
- 8.2.3 The [course coordinator](#) is responsible for determining the final grade by the due date (see clause 8.1.1). Final grades must be approved by the head of school or authorised nominee and subsequently reported to the board of the school responsible for the course.
- 8.2.4 An **Incomplete ('I')** [notations](#) indicates that the marking of the final [assessment](#) has been delayed beyond the published deadline for finalising results in that [study period](#). It may only be used in the following circumstances:
- a. the [teaching period](#) for the course extends beyond the deadline for finalising results, or
 - b. extenuating circumstances mean that the [course coordinator](#) has not been able to complete the [assessment](#) of a student's work by the deadline for finalising results, or
 - c. the student has a Disability Access Plan that includes an agreed extension to one or more of the [assessment](#) tasks beyond the deadline for finalising results, or

- d. the student's grade, submitted as a recommendation by the [course coordinator](#), was questioned at the moderation of [assessment](#) and/or awarding of conceded and terminating passes (see clause 8.3) and requires clarification, or
 - e. the student is engaged in research work which extends beyond the deadline for finalising results.
- 8.2.5 Where the student's final grade is subject to [supplementary assessment](#), or where a student is granted either [deferred assessment](#) or [special consideration](#), then a flag will be placed on the student record by Campus Central or UniSA transnational administration office, as applicable. The flag will exclude the result from the first round of Academic Review reports, but will include the record on the Secondary Assessment Grade Roster (see [Section 7](#) of this Manual).
- 8.2.6 An 'N' [notation](#) indicates that the [course coordinator](#) has recommended not granting a conceded or terminating pass. It is used when a student's final grade for a course belonging to one school is the subject of review and moderation in a program owned by another school. It may only be used in the following circumstances:
- a. a conceded pass or terminating pass is not available in the course (see clause 8.3.5)
 - b. the student is not eligible for a conceded pass or terminating pass on academic grounds, for example where the student has failed a compulsory component within the course (see clause 8.3.6)
 - c. the student has already received the maximum allowed conceded and terminating passes in a program.

8.3 Conceded and terminating passes

- 8.3.1 A **conceded pass (CP)** allows a course to be included in a student's progression through their program, and to be used as a prerequisite.
- 8.3.2 A **terminating pass (TP)** allows a course to be included in a student's progression through their program, but prohibits the course from being used as a prerequisite. If a student wishes to continue with that stream of study, they can either seek permission to complete an alternative prerequisite, or accept a fail for the course and attempt it for a second time.
- 8.3.3 Conceded and terminating passes are awarded by school board or a delegated committee of school board on academic grounds, and are only available in pass level undergraduate programs (including graduate entry bachelor programs). They may not be requested by a student.
- 8.3.4 Conceded and terminating passes are not available in:
- a. honours programs
 - b. the honours component of a degree with honours
 - c. programs where professional accreditation requirements do not allow CPs/TPs
 - d. postgraduate coursework programs
 - e. enabling or bridging programs, or
 - f. units undertaken through Open Universities Australia (OUA).
- 8.3.5 Conceded or terminating passes will be available in all courses (to students who satisfy the criteria detailed in cl 8.3.6 and 8.3.7 below), unless Division Board determines that a conceded or terminating pass not be available in a course. This is most common for courses requiring field or clinical placements or other professional courses, or for courses that are a prerequisite for the continuation of study in a program. If conceded and terminating passes are not available in a course, this must be specified in the course outline.

- 8.3.6 For a student to be eligible for a conceded pass (CP), the following criteria must be met:
- The [mark](#) for the course must be in the range of 45-49%.
 - The [grade point average \(GPA\)](#) for the preceding six months must be at least 3.75. The preceding six months means the [study period](#) in which the student received the fail grade, as well as the two previous [study periods](#) (e.g. if a student received a fail grade for [study period](#) 2, the relevant [study periods](#) to be considered are SP2, SP1 and SP7; if a student received a fail grade for [study period](#) 5 the relevant [study periods](#) are SP5, SP4 and SP3; etc).
 - The school board or delegated committee must be of the view that awarding a CP will assist the student to meet the graduate outcomes for the program.
- 8.3.7 For a student to be eligible for a terminating pass (TP), the following criteria must be met:
- The [mark](#) for the course must be in the range of 45-49%.
 - The [grade point average \(GPA\)](#) for the preceding six months must be at least 3.40. The preceding six months means the [study period](#) in which the student received the fail grade, as well as the two previous [study periods](#) (e.g. if a student received a fail grade for [study period](#) 2, the relevant [study periods](#) to be considered are SP2, SP1 and SP7; if a student received a fail grade for [study period](#) 5 the relevant [study periods](#) are SP5, SP4 and SP3; etc).
 - The school board or delegated committee must be of the view that awarding a TP will assist the student to meet the graduate outcomes for the program.
- 8.3.8 For [part-time](#) students, or students with an alternative [assessment](#) agreement, the school board may override the GPA requirements for both conceded and terminating passes and consider a student's [marks](#) over a longer academic history.
- 8.3.9 An 'N' [notation](#) is also used to indicate that a [course coordinator](#) will not be/is not present to discuss the awarding of conceded or terminating passes during the school's moderation process (for the reasons set out in clause 8.1.4). In this case the interim [notation](#) 'N' is entered on the grade roster to indicate that the course or the student is not eligible for a conceded or terminating pass.
- 8.3.10 Conceded and terminating passes can be awarded at any stage of a program, subject to the specified eligibility criteria and consideration of the impact on a student's progression through their program.
- 8.3.11 The maximum number of conceded and terminating passes a student may be awarded over the duration of their program is:
- regardless of the length of the program, one conceded pass and one terminating pass per six-month (half year) period, and
 - one conceded pass and one terminating pass in a 36 unit program
 - three conceded passes and three terminating passes in a 72 unit program
 - four conceded passes and four terminating passes in a 108 unit program
 - five conceded passes and five terminating passes in a 144 unit program
 - six conceded passes and six terminating passes in a 180 unit program.
- 8.3.12 Where appropriate, a conceded or terminating pass may be awarded outside this policy. In such cases, the grounds for the award must be reported to the division board as a variation to standard procedure.

8.4 Grading schemes and the use of Non-Graded Pass / Fail (NGP/F)

- 8.4.1 There are two grading schemes available for coursework programs. They are known as 'graded' and 'non-graded' schemes.
- 8.4.2 The two grading schemes are used only for the final grade for the course, not for [progressive assessment](#).
- 8.4.3 Honours degree programs have a separate grading scheme for the program as a whole (see clause 8.5.5).
- 8.4.4 Each course must use either the graded or the non-graded scheme, depending on which has been specified in the course approval process. The only exception to this is where a student has been granted exemption for recognition of prior learning in a course and is required to undertake 50% or less of the [assessment](#) for that course. In these cases the non-graded scheme may be used, regardless of the normal grading scheme for that course.
- 8.4.5 The non-graded scheme is most appropriate if the course:
- involves a field placement, or
 - involves extensive project work/coursework in diverse settings external to the University, or
 - has a competency model of [assessment](#), which may have a higher pass rate due to professional standards, as determined in the course approval process.
- 8.4.6 Regardless of which of the two grading schemes are used, individual [assessment](#) items within a course can still be a combination of scored items (e.g. 15/20) and pass/fail items.

8.5 Final grades and [notations](#)

8.5.1 Final grades for coursework programs

Grade	Notation	Mark	Descriptor	Grade Point
High Distinction	HD	85-100	Outstanding performance on all learning outcomes.	7
Distinction	D	75-84	Excellent performance on all learning outcomes.	6
Credit	C	65-74	High performance on all learning outcomes, OR excellent performance on the majority of the learning outcomes.	5
Pass Level 1	P1	55-64	Satisfactory performance on all learning outcomes, OR high performance on some learning outcomes which compensates for unsatisfactory performance on others, resulting in overall satisfactory performance.	4.5
Pass Level 2	P2	50-54	Satisfactory performance on the majority of learning outcomes.	4
Fail Level 1	F1	40-49	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements.	1.5
Fail Level 2	F2	Below 40	Unsatisfactory performance on the majority of learning outcomes.	1

8.5.2 Final grades for non-graded courses

Grade	Notation	Mark	Descriptor	Grade Point
Non-Graded Pass	NGP	50-100	Met specified assessment criteria to required standard.	See clause 8.6.3
Fail	F	Below 50	Failed to meet specified assessment criteria to required standard.	1.5

8.5.3 Final grades for [supplementary assessment](#), TP's and CP's

Grade	Notation	Mark	Descriptor	Grade Point
Supplementary Pass	SP	50	Satisfactory performance on a supplementary assessment (see Section 7 of this Manual).	3.5
Fail	F	Below 50	Unsatisfactory performance on a supplementary assessment	1.5
Conceded Pass	CP	Not applicable	Not applicable	3
Terminating Pass	TP	Not applicable	Not applicable	3

8.5.4 Final grades for students auditing a course (see University policy A.48: *Enrolment* for further detail)

Grade	Notation	Mark	Grade Point
Audit student	AU	Not applicable	Not applicable

8.5.5 Final grades for honours programs (see University policy [A-42: Honours degree programs](#) for more detail)

Grade	Notation	Descriptor
Honours First Class	H1	Reserved for the most outstanding examples of scholarship.
Honours Second Class A	H2A	To reflect a high level of scholarship and performance in both the coursework and research components of the program.
Honours Second Class B	H2B	To reflect substantial performance in application and scholarship throughout the program.
Honours Third Class	H3	To reflect performance at a satisfactory level and to indicate completion of the requirements associated with an honours program of study. Not awarded in degrees with honours.
Fail	F	Unsatisfactory performance in the program.

8.5.6 Final [notations](#) for student withdrawal

Grade	Notation	Descriptor	Grade Point
Withdraw – Not Fail	W	The student withdrew from the course (without penalty) on or before the date prescribed by the Director: Student and Academic Services for withdrawal without a failure being recorded. No grade point is attributed to a W notation .	Not applicable
Withdraw Fail	WF	The student withdrew from the course <i>after</i> the date for withdrawal without penalty, as prescribed by the Director: Student and Academic Services. This grade is not applicable to OUA units delivered by UniSA.	1.5

8.5.7 Final [notations](#) for higher degrees by research

Grade	Notation	Descriptor
Ongoing assessment	O	Indicates that the assessment for the course continues in a subsequent study period or academic year. Only to be used where the research component extends over two or more academic years or equivalent teaching period .
Failed	F	Indicates that a higher degree student has: <ul style="list-style-type: none"> a. submitted for examination and failed, as indicated in the assessments given by the examiners, or b. completed revisions, been re-examined, and the result is still judged to be a failure. An appeal may also have been heard. No reinstatement is permitted.
Terminated	T	Indicates that a higher degree student's progress has been deemed unsatisfactory, in accordance with the Academic Regulations. No reinstatement is permitted.
Suspended – examined	SE	Indicates that a higher degree student's thesis has been examined and revisions are required, but the student chooses not to complete. Within three years, the student may seek reinstatement and be re-admitted if appropriate support is available.
Suspended – not examined	SNE	Indicates that a higher degree student has not completed the requirements for the award of the degree, and the student's enrolment lapsed prior to the examination process due to the student failing to withdraw, maintain contact with the supervisor(s), or make satisfactory progress. Within three years, the student may seek reinstatement and be re-admitted if appropriate support is available.
Non-Graded Pass	NGP	Met specified assessment criteria to required standard.

8.6 Calculation of the grade point average

8.6.1 The [grade point average \(GPA\)](#) is calculated as follows:

$$\text{GPA} = \frac{\text{Sum of (grade points x course unit values)}}{\text{Sum of course unit values}}$$

8.6.2 The grade points designated for each [grade](#) are indicated next to each [grade](#), where applicable, in the tables above.

8.6.3 Non-graded passes (NGP) do not contribute towards a GPA, unless the cumulative GPA for that student is less than 4.0. In these cases, the NGP will contribute a grade point of 4.

8.7 Student appeals against final [grades](#)

8.7.1 These procedures apply only to final [grades](#) in courses and not to research [notations](#). Appeals against final [grades](#) in higher degrees by research are conducted in accordance with the [Academic Regulations for Higher Degrees by Research](#).

8.7.2 Disputes about final [grades](#) will be resolved in accordance with the following procedures:

a. A student who does not accept the final [grade](#) should consult the [course coordinator](#) within ten working days of the release of the final [grade](#) (see clause [8.1.1](#)). In the case of offshore students, the appropriate form must be lodged with the UniSA partner administration office within ten days. The review by the [course coordinator](#) will normally be completed within ten working days from the date on which the request was lodged. The [course coordinator](#) will notify the student in writing of the outcome of the review.

b. Where the dispute is not resolved through consultation with the [course coordinator](#) the student may request the head of school responsible for delivery of the course to review the final [grade](#). Such requests must be lodged using the appropriate form within ten working days of the student being notified of the [course coordinator's](#) decision.

The review by the head of school will normally be completed within ten working days from the date on which the request was lodged. The head of school is responsible for notifying the student in writing of the outcome of the review. If the review results in a new [grade](#), this [grade](#) will become the final [grade](#).

c. Where the dispute is not resolved through the review conducted by the head of school, the student may request the pro vice chancellor of the division responsible for delivery of the course to undertake a review of the final [grade](#). Such requests must be lodged using the appropriate form within five working days of the student being notified of the head of school's decision.

The review by the pro vice chancellor will normally be completed within ten working days from the date on which the request was lodged. The pro vice chancellor is responsible for notifying the student in writing of the outcome of the review. If the review results in a new [grade](#), this [grade](#) will become the final [grade](#).

d. Where the dispute is not resolved through the review conducted by the pro vice chancellor, the student may lodge an appeal, using the appropriate form, with the Student Appeals Committee within 20 working days of being notified of the pro vice chancellor's decision (see [Section 11](#) of this Manual).

8.7.3 The outcome of any appeal process will be communicated to the student in writing, and a copy must be provided to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.

Purpose

Academic integrity is a fundamental value underpinning teaching, learning and scholarship. This section details the University's approach to ensuring academic integrity and managing academic misconduct for all coursework students.

Relevant to

All students enrolled in:

- enabling programs
- undergraduate and postgraduate coursework programs
- single course and cross-institutional enrolments
- Open Universities Australia units delivered by UniSA

Cross-references

- This section relates only to academic misconduct. In cases where a student's misconduct is not academic in nature, refer to [C-19: Prevention of violence on campus](#) and [Statute 7: Student Misconduct](#)
- [A-42: Honours degree programs](#)
- [APPM Section 4: Practicum, Field and Clinical Placements](#)
- [APPM Section 5: Re-marking and Re-submission](#)
- [APPM Section 6: Examination Procedures](#)
- [APPM Section 11: Student Appeals Committee](#)

9.1 Academic integrity

- 9.1.1 The University aims to foster and preserve the scholarly values of curiosity, experimentation, critical appraisal and integrity. Throughout their learning experience, students are encouraged to work collaboratively. However, it is important that students understand the difference between collaboration and collusion. Students are expected to adhere to high standards of academic integrity and honesty at all times. Failure to do so may constitute academic misconduct.
- 9.1.2 Academic integrity and cases of academic misconduct will be managed as an educative process for students.
- 9.1.3 The course outline will include information about academic integrity and, where appropriate, will give examples of what would constitute academic misconduct in that course.
- 9.1.4 Information about plagiarism will be made available in lectures and other teaching material, in study support material provided by the Learning and Teaching Unit or UniSA transnational administration office, as applicable, and in library resources as applicable. The information will include comparisons of acceptable and unacceptable use of referencing, quotations, bibliographies, etc.

9.2 Academic misconduct

- 9.2.1 For the purpose of this policy, academic misconduct includes:
- a. plagiarism (see clause 9.2.2)
 - b. submitting substantially the same work for multiple [assessments](#). This includes work submitted for a UniSA course or any other course at another educational provider. If a [course coordinator](#) specifically allows this practice, it will be clearly identified in the course outline
 - c. breaches of the [examination procedures](#) as set out in [Section 6](#) of this Manual
 - d. presentation of data with respect to laboratory work, clinical placements, practicums, field trips or other work, that has been copied, falsified or in any other way obtained improperly
 - e. inclusion of material in individual work that has involved significant assistance from another person, where such assistance is not expressly permitted in the course outline
 - f. providing assistance to a student in the presentation of individual work, where such assistance is not expressly permitted in the course outline
 - g. falsification or misrepresentation of academic records, or any other document submitted in relation to an academic program, and
 - h. any other actions that contravene the principles of academic integrity.
- 9.2.2 Plagiarism is a specific and serious form of academic misconduct, and includes:
- a. direct copying of the work of other persons, from one or more sources, without clearly indicating the origin. This includes both paper-based and electronic sources of material from websites, books, articles, theses, working papers, seminar and conference papers, internal reports, lecture notes or tapes, and visual materials such as photographs, drawings and designs
 - b. using very close paraphrasing of sentences or whole passages without due acknowledgment in the form of referencing the original work
 - c. submitting another student's work in whole or in part, where such assistance is not expressly permitted in the course outline
 - d. use of another person's ideas, work or research data without acknowledgment
 - e. submitting work that has been written by someone else on the student's behalf
 - f. copying computer files, algorithms or computer code without clearly indicating their origin
 - g. submitting work that has been derived, in whole or in part, from another student's work by a process of mechanical transformation (e.g. changing variable names in computer programs)
 - h. in any way appropriating or imitating another's ideas and manner of expressing them where such assistance is not expressly permitted in the course outline.

- 9.2.3 The University recognises that academic misconduct can occur through lack of familiarity with academic conventions and therefore all allegations of academic misconduct will be considered in the context of the following factors:
- a. the extent of the misconduct
 - b. the student's intention and/or motivation
 - c. contextual factors such as:
 - (i) stage/level of program
 - (ii) number of previous offences
 - (iii) the student's learning background
 - d. academic conventions within the relevant discipline
 - e. the impact of a particular outcome on a student's progression
 - f. information provided to the student about academic integrity as part of their course, and
 - g. where applicable, information about the student held in the academic misconduct database (see clause 9.8).

9.3 Student responsibility

- 9.3.1 As part of the University's procedures for identifying instances of academic misconduct, work submitted by a student for [assessment](#) will be subject to testing using text comparison software, unless otherwise approved by the head of school. It is a condition of enrolment that students give their consent to this process.
- 9.3.2 All students are required to sign the following statement on their enrolment:
- I authorise the University to test any work submitted by me for instances of plagiarism using text comparison software. I understand this will involve the University or its contractor copying my work and storing it on a database to test work submitted by others, as described in the Academic Integrity website.*
- 9.3.3. Students are also required to electronically authorise the above statement, together with a declaration that all written assignments submitted for the course are their own work, the first time they logon to each of the [learnonline course sites](#), and each time an [assessment](#) activity is submitted by the uploading of a file.
- 9.3.4 Any cover sheets submitted must include the following statement:
- I declare that the work contained in this assignment is my own, except where acknowledgement of sources is made.*
- I authorise the University to test any work submitted by me, using text comparison software, for instances of plagiarism. I understand this will involve the University or its contractor copying my work and storing it on a database to be used in future to test work submitted by others.*
- I understand that I can obtain further information on this matter at <http://www.unisa.edu.au/learningadvice/integrity/default.asp>*
- 9.3.5 The University may refuse to accept any work where the student has not consented to their work being subject to testing using text comparison software.

9.4 Academic Integrity Officers

- 9.4.1 Each school has at least one member of staff in the role of academic integrity officer. These staff have undertaken appropriate professional development to gain expertise in handling cases of academic misconduct within their discipline. Their role enables:
- consistent interpretation and implementation of policy
 - streamlined management of reported instances of academic misconduct within each discipline, up to the level of involvement of formal committees
 - consistent use of plagiarism detection tools in sampling and targeting student work within each discipline
 - consistent judgments to be made on cases of academic misconduct
 - consistent outcomes when academic misconduct is proven, and
 - regular reporting to relevant heads of schools, school boards and division teaching and learning committees.
- 9.4.2 Where required, the head of school may approve other staff members to act as authorised nominee for the academic integrity officer for a period of time or to handle a particular case. This may be for reasons of workload, absence, or conflict of interest (perceived or actual). It is expected that the authorised nominee will have also undertaken professional development to gain expertise in handling cases of academic misconduct within their discipline.

9.5 Initial inquiry into alleged academic misconduct

- 9.5.1 Where an academic staff member has concerns that the action of a student may involve academic misconduct (see clause 9.2.1), they will discuss the issue with the school academic integrity officer in the first instance.
- 9.5.2 If the academic integrity officer believes the issue warrants further investigation, the academic integrity officer will notify the student of their concerns in writing within five working days, and request that the student attend a meeting to discuss the matter. The meeting should occur within 20 working days of the initial notification. Where the student is unable to attend the meeting, the discussion may occur via email or teleconference.
- Where the student does not respond to the meeting request or refuses to participate, see clause 9.5.5 below.
- 9.5.3 The student may be assisted or represented at the meeting by:
- a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution
 - any staff member or student of the University.
- 9.5.4 If, as a result of the discussion with the student, the academic integrity officer determines that:
- no academic misconduct was involved, then no further action will be taken and no record of the discussion will be entered in the central database (see clause 9.8)
 - the action of the student constitutes academic misconduct, then the academic integrity officer will provide academic counselling to the student and may decide on a further course of action from the following options:
 - re-submission of the [assessment](#), if re-submissions are provided for in the course outline, or
 - another outcome appropriate to the case but with an impact less serious than a zero in the [assessment](#) component of the course, or
 - failure, with a zero score, in the [assessment](#) component of the course

- c. a more serious outcome is appropriate, then the academic integrity officer will provide their record of the initial inquiry to the head of school with a recommendation that the head of school initiate a formal inquiry.
- 9.5.5 The academic integrity officer will decide on the most appropriate outcome, irrespective of whether the student chooses to participate in the initial inquiry.
- 9.5.6 Where the academic integrity officer has determined that there was academic misconduct, they will:
 - a. record the case in a central database (see clause 9.8)
 - b. provide a report to the student and the [course coordinator](#) within ten working days of the meeting with the student, and
 - c. forward a copy of the report to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 9.5.7 The student must notify the academic integrity officer in writing of their acceptance or otherwise of the outcome of the initial inquiry, within five working days of receiving the report from the academic integrity officer (see clause 9.5.6 b). Failure to do so will not alter the outcome.
- 9.5.8 If the student does not accept the course of action proposed, then the academic integrity officer will advise the head of school and provide them with the record of their initial inquiry.
- 9.5.9 In cases of academic misconduct that do not relate to a particular course (see clauses 9.2.1 f. and g.) the matter will be referred to the head of school to undertake a formal inquiry. If, at the conclusion of the formal inquiry, the action is determined to constitute academic misconduct, the outcomes specified in clause 9.6.10 c. (iii), (iv), (v) or (vi) may apply.

9.6 Formal inquiry

- 9.6.1 Upon receipt of advice from the academic integrity officer following the initial inquiry, the head of school must convene a formal inquiry, in accordance with clause 9.6.3 below, unless the head of school concludes that:
 - a. the evidence in the case is insufficient to proceed. In this case, the head of school will notify the academic integrity officer and the student in writing. No further action will be taken, and any record of the investigation will be removed from the database.
 - b. the action of the student constitutes academic misconduct and warrants an outcome less serious than failure in the [assessment](#) component of the course. In this case, the following actions should be taken:
 - (i) the head of school will meet with the student
 - (ii) an outcome described in clause 9.5.4 b (i) or (ii) will be applied
 - (iii) the matter will be referred back to the academic integrity officer for implementation, and
 - (iv) the academic integrity officer will notify the student and the [course coordinator](#) in writing of the outcome.
- 9.6.2 The student may be assisted or represented at the meeting specified at clause 9.6.1b (i) above by:
 - a. a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution
 - b. any staff member or student of the University.

- 9.6.3 In accordance with clause 9.6.1 above, the head of school will establish a committee, consisting of:
- a. the head of school (chair)
 - b. a member of academic staff nominated by the divisional pro vice chancellor (usually an academic integrity officer from another school within the division)
 - c. one other member of academic staff
 - d. a nominee of the Director: Student and Academic Services, and
 - e. the president of [UniLife](#) or nominee.
- 9.6.4 The formal inquiry may proceed even if all members are not in attendance, provided there is a quorum of three which includes the head of school as chair.
- 9.6.5 In the interest of natural justice, a copy of the documentation that is provided to the formal inquiry committee must also be provided to the student who is the subject of the inquiry.
- 9.6.6 The academic staff member and/or academic integrity officer who has made the allegation may present their case to the inquiry, but will not serve as a member of the formal inquiry committee.
- 9.6.7 The head of school will notify the student in writing of the details of the alleged misconduct and invite the student to attend or, if unable to attend (in person or via teleconferencing) to provide evidence to the formal inquiry committee regarding the allegation. The letter to the student must include a copy of this policy.
- 9.6.8 The student may be assisted or represented at the inquiry by:
- a. a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution
 - b. any staff member or student of the University.
- 9.6.9 The formal inquiry may proceed whether or not the student responds or attends.
- 9.6.10 Where the formal inquiry concludes that:
- a. the action of the student does not constitute academic misconduct as defined above, no further action will be taken. Where the inquiry arose following the removal of a student from a placement (see [Section 4](#) of this Manual), the student may be reinstated in the existing placement or arrangements made to complete an alternative placement.
 - b. the action of the student constitutes academic misconduct, warranting an outcome equal to or less serious than, failure in the [assessment](#) component of the course, the outcomes described in clause 9.5.4 b. will be applicable and the matter may be referred back to the academic integrity officer for implementation, where appropriate. Where the inquiry arose following the removal of a student from a placement (see [Section 4](#) of this Manual), the student may be reinstated in the existing placement or arrangements made to complete an alternative placement following counselling from the academic integrity officer.
 - c. the action of the student constitutes academic misconduct, and warrants an outcome more serious than failure in the [assessment](#) component of the course, one of the following outcomes will be determined:
 - (i) failure in the course, or
 - (ii) failure in the course and suspension from the course for a period not exceeding one year, or
 - (iii) suspension from the University for a period not exceeding three years, or

- (iv) another outcome appropriate to the case but with an impact less serious than expulsion from the University, or
 - (v) expulsion from the University, or
 - (vi) referral to police (in the case of fraud).
- 9.6.11 Where the formal inquiry concludes that the action of the student warrants suspension from the University, the student will be notified by registered mail within ten working days that:
- a. re-admission to the University in any program will not normally be considered during the period of suspension
 - b. application for re-admission to the University will follow normal procedures and is not guaranteed, and
 - c. students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance.
- 9.6.12 The head of school will notify the following people of the outcome of the inquiry within five working days:
- a. the student
 - b. the relevant academic integrity officer
 - c. the [course coordinator](#) and [program director](#), and
 - d. Campus Central, or UniSA transnational administration office, as applicable, to be retained on the student's file, and to notify UniSA International, where appropriate.
- 9.6.13 If the outcome of the inquiry is one listed under clause 9.6.10 c., the head of school will include a copy of this policy in their correspondence to the student, and will advise the student of their right of appeal.

9.7 Appeals against outcomes of a formal inquiry

- 9.7.1 The student has the right of appeal against the decision of the formal inquiry committee.
- 9.7.2 The student may appeal in writing to the Director: Student and Academic Services within 20 working days of being notified of the outcome of the formal inquiry. The Director: Student and Academic Services will collect relevant documentation, including the records of prior inquiries (see clause 9.8) and forward this, together with the appeal, to the Student Appeals Committee of the Council for final resolution (see [Section 11](#) of this Manual).
- 9.7.3 Students may continue their program of study pending the outcome of an internal appeal, unless the University considers that this places the student at risk. In these cases, appropriate documentary evidence must be maintained on the student's file.
- 9.7.4 Clinical or field placements may only continue if they are part of a course not affected by the appeal.
- 9.7.5 Should the student's appeal be denied, their current enrolment will be amended accordingly.

9.8 Recording information about academic misconduct

- 9.8.1 The University will store data about academic misconduct and breaches of [examination procedures](#) (see [Section 6](#) of this Manual) in a central database. The data will be stored for a minimum period of seven years from the date of the last incident recorded.
- 9.8.2 No data will be recorded where the academic integrity officer determines that no academic misconduct or breach of [examination procedure](#) occurred.

- 9.8.3 All academic integrity officers will have access to any data stored in the database about a student, for consideration when determining whether the action of that student was academic misconduct, and if so, in determining the appropriate outcome.
- 9.8.4 Where an academic integrity officer determines that a student has breached an [examination procedure](#) but that it does not constitute academic misconduct, the following information will be recorded in the central database:
- details of the student, the program, the course and the [examination](#)
 - the type of breach (see [Section 6](#) of this Manual), and
 - the counselling provided to the student.
- 9.8.5 Where an academic integrity officer determines that academic misconduct occurred (see clause 9.5), the following information will be recorded in the central database:
- details of the student, the program, the course and the [assessment](#) task
 - the type of academic misconduct (see clause 9.2.1 and where applicable 9.2.2)
 - the factors taken into consideration (see clause 9.2.3)
 - the evidence or other material on which the findings were based
 - the outcome (see clause 9.5.4) and the reasons for the outcome, and
 - the student's agreement or otherwise to the specified outcome (see clause 9.5.7).
- 9.8.6 Where a case is referred to the head of school (see clause 9.6.1), the head of school will have access to the data stored regarding the initial inquiry relating to that case, and to any other cases recorded against that student, in order to assist in their determination.
- 9.8.7 Where the head of school concludes that the action of the student does not constitute academic misconduct, any record of the investigation will be removed from the database (see clause 9.6.1 a.).
- 9.8.8 Where the head of school concludes that the action of the student constituted academic misconduct, they will add a record to the database to indicate which outcome was decided upon, and the factors taken into consideration in making that decision.
- 9.8.9 Where a formal inquiry committee is constituted (see clause 9.6), the committee, through the Chair, will have access to the data stored regarding the initial inquiry relating to that case, and to any other cases recorded against that student, in order to assist in their determination. The committee will add a record of its determination to the database, including:
- the factors taken into consideration in determining an outcome (see clause 9.2.3)
 - the evidence or other material on which the findings were based, and
 - the outcome and the reasons for its determination.
- 9.8.10 Where a student appeals the outcome of a formal inquiry (see clause 9.7), the Student Appeals Committee, through the Chair, will have access to the data stored regarding the initial inquiry and formal inquiry relating to that case, and to any other cases recorded against that student, in order to assist in their determination.
- 9.8.11 Notwithstanding the information stored in the database, copies of any decisions communicated to a student resulting from an investigation into academic misconduct or breaches of exam procedures are to be forwarded to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 9.8.12 The student's transcript will record suspension (only during the period of suspension) or expulsion but will not record any other outcome.

Purpose

This section describes the ways in which the University will systematically identify students who are making unsatisfactory progress and direct them to appropriate sources of assistance. It also outlines the process by which students are required to take action and may be precluded for ongoing unsatisfactory progress.

Relevant to

All students enrolled in:

- undergraduate and postgraduate coursework programs

This section does **not** apply to:

- enabling programs
- students enrolled in the significant research component of a postgraduate coursework program
- Open Universities Australia (OUA) units delivered by UniSA.

Cross-references

- [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- [APPM Section 11: Student Appeals Committee](#)

10.1 Monitoring unsatisfactory progress

- 10.1.1 As part of good teaching practice, academic staff endeavour to identify students at risk as soon as possible, and make adequate time available for giving advice and assistance to those students or recommending that they seek appropriate personal and/or academic support.
- 10.1.2 At the end of each [academic review period](#) (see [General Definitions](#) section at the end of this Manual), each student's results will be assessed against the criteria used to identify students who have made unsatisfactory progress (see clause 10.1.3).
- 10.1.3 The University identifies unsatisfactory progress as:
- a. failing a course for the second time, or
 - b. failing courses in an [academic review period](#), resulting in a [grade point average](#) for that period of less than 2.80, or
 - c. failing a practicum, field or clinical placement, where that failure constitutes failure in the course (see clause [4.5](#)).
- 10.1.4 A student identified as making unsatisfactory progress will receive notification from the University as described in the procedures below, and an academic review [notation](#) will be entered on their student record stating they have been 'notified' for that [academic review period](#).
- 10.1.5 Where a student is identified as making unsatisfactory progress, the University will employ an [intervention strategy](#) designed to assist the student to improve their performance in their program (see clauses 10.2 to 10.4).

10.2 Procedures for the *mid-year review of academic progress*

- 10.2.1 Students who have been identified as making unsatisfactory progress in their program **for the first time** will be notified in writing outlining the reason they have been identified, and requiring them to meet with their [course coordinator](#) or [program director](#), either in person, by telephone or by email. A copy of this correspondence must be retained on the student's file in Campus Central or UniSA transnational administration office, as applicable.
- 10.2.2 Possible intervention strategies resulting from the discussion with the [course coordinator](#) or [program director](#) may include but are not limited to:
- group academic counselling organised by the school (only for students who have been identified as making unsatisfactory progress in their program for the first time)
 - further discussion between the student and the [course coordinator](#) or [program director](#), either in person, by telephone or by email
 - a recommended program of study over a specified period of time to assist the student's progress
 - a reduction in load
 - leave of absence
 - referral to Learning and Teaching Unit or UniSA partner administration office, as applicable, for a full [assessment](#) of the student's circumstances and a personalised study plan.
- 10.2.3 If a student is identified as making unsatisfactory progress in their program for the **second or subsequent time**, they will be notified in writing requiring them to attend formal academic counselling with their [program director](#) or academic staff nominee. A copy of this correspondence must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 10.2.4 A student who is required to attend formal academic counselling may be accompanied by:
- a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution, or
 - any staff member or student of the University.
- Where attendance is not possible, the discussion can occur via teleconference, but must not be as part of a group.
- 10.2.5 Possible outcomes of this [intervention strategy](#) may include:
- further discussion between the student and the [course coordinator](#) or [program director](#), either in person, by telephone or by email
 - a recommended program of study over a specified period of time to assist the student's progress
 - a reduction in load
 - leave of absence
 - referral to Learning and Teaching Unit or UniSA partner administration office, as applicable, for a full [assessment](#) of the student's circumstances and a personalised study plan.
- 10.2.6 Academic or Learning and Teaching Unit staff who have counselled a student in relation to their academic progress must complete an Academic Review Action Plan. The original must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file, and a copy will be given to the student. Special provision must be made for students without access to electronic resources.
- 10.2.7 Students should keep a copy of the Academic Review Action Plan for their own records.

- 10.2.8 Due to the short interval between [study periods](#) at mid-year, school committees will normally consider preclusion only at the end of the academic year. However, if a student is identified as making unsatisfactory progress for the third time at mid-year and has previously been considered for preclusion, the school committee may choose to consider preclusion at mid-year.

10.3 Procedures for the *end-of-year* review of academic progress

- 10.3.1 If, at the end of an academic year, a student is identified as making unsatisfactory progress in their program for the **first or second time**, the procedures specified in clause 10.2 above will apply.
- 10.3.2 If, at the end of an academic year, a student is identified as making unsatisfactory progress in their program **in three or more** [academic review periods](#), their case will be considered by the school committee (see clause 10.4).

10.4 Procedures for preclusion or monitoring student progress

- 10.4.1 School boards will establish a committee to consider student progress.
- 10.4.2 The school committee may decide on one of the following outcomes:
- a. formal academic counselling and ongoing monitoring of progress, or
 - b. preclusion
 - (i) Students will be considered for preclusion by the school committee if they are identified as making unsatisfactory progress **in three or more** [academic review periods](#).
 - (ii) When considering a student for preclusion, the school committee will take into account a [part-time](#) study load and its impact on the GPA calculation.
- 10.4.3 Where the school committee decides that formal academic counselling is appropriate, the student will be notified in writing requiring them to attend formal academic counselling with their [program director](#) or academic staff nominee. Copies of this correspondence must be retained on the student's file in Campus Central or UniSA transnational administration office, as applicable.
- a. In these cases, the student's progress in subsequent [study periods](#) will be monitored by the [program director](#), and the student may be required to attend further meetings.
 - b. If the student continues to make unsatisfactory progress, the [program director](#) may recommend that a special meeting of the school committee be convened to consider preclusion.
- 10.4.4 Students cannot appeal against a school committee's decision requiring them to attend formal academic counselling with subsequent ongoing monitoring of progress.
- 10.4.5 Where the school committee decides that a student should be precluded, the student will be notified by registered mail that:
- a. they have the right to appeal the decision of the school committee (see clause 10.5)
 - b. their enrolment in the program will be discontinued if the student does not appeal, or their appeal is rejected by the division and the University
 - c. application for re-admission to a program at the same level in the same discipline will not normally be reconsidered for two years
 - d. application for re-admission will follow normal procedures and is not guaranteed, and
 - e. students who gain re-admission will be classified as new students for the purposes of assessing fees and eligibility for Commonwealth support or assistance.

A copy of this correspondence must be sent to Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.

- 10.4.6 The decision to preclude will be subject to the student's right of appeal (see clause 10.5). A decision by the school committee to preclude can only be reviewed by the divisional appeals committee.
- 10.4.7 If a student does not appeal or an appeal is not upheld, the preclusion will be recorded against the student's program, and will appear on their academic transcript.
- 10.4.8 A student cannot submit an appeal directly to the Student Appeals Committee under [Section 11](#) of this Manual without their case first being heard by the relevant division appeals committee (see clause 10.5).

10.5 **Appealing against preclusion**

- 10.5.1 Division boards will establish a division appeals committee to consider appeals against preclusion from a program. The division appeals committee will be chaired by the pro vice chancellor /Director: Regional Engagement or nominee, and will include:
- at least four academic staff representatives from a cross-section of schools in the division, or in the case of the Centre for Regional Engagement, appropriate discipline representation
 - the relevant division director or nominee
 - a representative from [UniLife](#).
- 10.5.2 Students wishing to appeal against preclusion must lodge an appeal in writing on the appropriate form to Campus Central or UniSA partner administration office, within 20 working days from the date specified in the letter notifying the student of the school committee's decision to preclude them. Such appeals must be supported by relevant evidence including any action taken by the student in response to previous intervention strategies.
- 10.5.3 The chair of the school committee constituted under clause 10.4 and/or the relevant [program director](#) will be invited to attend or make a submission to the division appeals committee regarding the decision to preclude the student.
- 10.5.4 Students will be invited to attend the meeting of the division appeals committee to present their case. The student may be assisted or represented at the meeting by:
- a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution
 - any staff member or student of the University.
- Where a student is unable to attend the hearing, but wishes to participate, they may do so through teleconferencing.
- 10.5.5 No party will be permitted to have legal representation at an appeals hearing.
- 10.5.6 If the student raises new or additional factors in support of their appeal, the division appeals committee may require the student to provide supporting documentation to the committee within a specified time frame. If the student fails to provide the supporting documentation within the specified time frame, the committee will make a determination on the basis of the original appeal.

- 10.5.7 The student will be notified of the outcome of the division appeals committee by registered mail within five working days of the committee's decision, together with the circumstances under which a further appeal against the decision may be lodged under [Section 11](#) of this Manual, where relevant. Copies of all relevant correspondence will be forwarded to:
- a. The relevant [program director](#)
 - b. Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file.
- 10.5.8 Students may continue their program of study pending the outcome of an appeal, unless the University considers that this places the student at risk. In these cases, appropriate documentary evidence must be maintained on the student's file in Campus Central or UniSA transnational administration office, as applicable.
- 10.5.9 Should the student's appeal be denied, their current enrolment will be amended accordingly.
- 10.5.10 A copy of all correspondence, and any other relevant documentation pertaining to a student's appeal, must be retained on the student's file in Campus Central or UniSA transnational administration office, as applicable.

Purpose

The Student Appeals Committee is a committee of the University Council and is the final avenue of appeal available to students within the University.

This section describes:

- the membership of the Student Appeals Committee
- the process for lodging and hearing appeals, and
- the notification of the Student Appeals Committee decisions to students, schools, divisions and Campus Central or UniSA transnational administration office, as applicable.

Relevant to

All [enrolled students](#) (see [General Definitions](#) at the end of this Manual)

Cross-references

- [C-17: Student Grievances Resolution](#)
- [A-49: Postgraduate Coursework Degrees with a significant research component](#)
- [APPM Section 8: Final Grades and Notations](#)
- [APPM Section 9: Academic Integrity](#)
- [APPM Section 10: Academic Review](#)

11.1 Grounds for appeal

11.1.1 Students are entitled to lodge an appeal with the Student Appeals Committee providing the following conditions are met:

- a. the student is appealing a decision referred to in clause 11.1.2 below, and
- b. the subject matter does not include an earlier finding of fraud (other than plagiarism), by a University formal inquiry committee (see clause [9.6](#)), and
- c. the appeal has not previously been heard by the Student Appeals Committee, and
- d. all other avenues of appeal within the University have been exhausted.

11.1.2 The following decisions are eligible for consideration by the Student Appeals Committee:

- a. A decision of a formal inquiry committee constituted to consider academic misconduct in relation to:
 - (i) an [examination](#) (see [Section 6](#) of this Manual)
 - (ii) a placement (see [Section 4](#) of this Manual)
 - (iii) plagiarism and other forms of academic misconduct (see [Section 9](#) of this Manual).
- b. A decision of a pro vice chancellor regarding an appeal against a final [grade](#), including a final honours [grade](#) (see clause [8.7](#)), providing the student:
 - (i) has fulfilled all of the [assessment](#) requirements, including any attendance requirements, and
 - (ii) has exhausted all other avenues for resolving the appeal as set out in clause [8.7.2](#), and
 - (iii) is appealing on the grounds that:

- a) [assessment](#) policies and procedures, as set out in this Manual, were not correctly adhered to, or
 - b) the [course coordinator](#) did not give due consideration to the student's requirements in the [assessment](#) process leading to the final [grade](#), after they had been formally notified of the student's requirements in accordance with the University's provisions for students with disabilities.
- c. A decision of a division appeals committee to preclude a student following academic review, providing the appeal is based on the grounds that either:
- (i) the policy and/or procedures for academic review were not correctly observed (see [Section 10](#) of this Manual), or
 - (ii) evidence is now available that supports previous claims made by the student to support their appeal. The evidence must be from the time period leading up to the date on which the appeal was heard, and must not have been available at the time the decision was made.

11.2 Lodging an appeal

- 11.2.1 The student must lodge an appeal in writing on the standard form, with supporting documentation, to the Director: Student and Academic Services, within 20 working days from the date specified in the letter notifying the student of the decision against which the student is appealing. Lodgement of all appeals will be acknowledged in writing within two working days.
- 11.2.2 The Director: Student and Academic Services or nominee, will decide whether or not the appeal meets the relevant criteria and will notify the student in writing within five working days of the lodgement of the appeal that:
- a. the appeal has been denied, including the grounds for denial, or
 - b. the appeal has been forwarded to the Student Appeals Committee for consideration.
- 11.2.3 In considering the grounds for appeal, the Director: Student and Academic Services or nominee may refer the case back to the relevant staff member or committee, in order to negotiate a satisfactory outcome for the student. This will not be used to deny a student access to the Student Appeals Committee where they meet the criteria for an appeal, but rather as an effective way to resolve issues locally, before proceeding to appeal.
- 11.2.4 The Director: Student and Academic Services or nominee will report the outcome of their decision to the relevant division, Campus Central, UniSA International (where it relates to an international student) and the Student Appeals Committee.
- 11.2.5 The decision of the Director: Student and Academic Services or nominee regarding eligibility for appeal to the Student Appeals Committee will be final. No further avenues of appeal are available within the University, though further external avenues are discussed at clause 11.6.
- 11.2.6 Students may continue their program of study pending the outcome of an appeal, unless the University considers that to do so places the student at risk. In these cases, appropriate documentary evidence must be retained on the student's file in Campus Central or UniSA transnational administration office, as applicable.
- 11.2.7 If the student's appeal is denied, their current enrolment will be amended accordingly.

11.3 Student Appeals Committee membership

- 11.3.1 The membership of the Student Appeals Committee is as follows:
- a. a community member of the University Council, appointed by Council, who will preside over the Committee hearings
 - b. three University academic staff members, nominated and appointed by Academic Board, and
 - c. one student representative nominated by [UniLife](#) or, in the case of offshore students, a representative of the UniSA partner institution.

11.4 Student Appeals Committee procedures

- 11.4.1 Student Appeals Committee hearings will be conducted in accordance with the [principles of natural justice](#). A copy of the documentation that is provided to the committee must also be provided to the student who has lodged the appeal.
- 11.4.2 The quorum of the committee is three members, which must include the community member of University Council.
- 11.4.3 The committee will consider relevant reports and any further written submissions from:
- a. the student lodging the appeal
 - b. the relevant head of school
 - c. the chair or nominee of the committee which made the decision under appeal, where applicable, and
 - d. other staff or committees involved in making the decision under appeal. This includes the academic integrity officer, where applicable.
- 11.4.4 The committee will invite the following people to attend the hearing:
- a. the student lodging the appeal. Where the student is unable to attend the hearing but wishes to participate, they may do so through teleconferencing.
 - b. the staff member responsible for the decision which is under appeal. This may be the:
 - (i) relevant head of school
 - (ii) relevant pro vice chancellor or nominee
 - (iii) chair of the division appeals committee or nominee
 - (iv) chair of the formal inquiry committee or nominee.
- 11.4.5 Any staff member may be accompanied by a member of the University community.
- 11.4.6 The student may be assisted or represented by:
- a. a representative of [UniLife](#), or in the case of offshore students, a representative of the UniSA partner institution, or
 - b. any staff member or student of the University.
- 11.4.7 No party will be permitted to have legal representation at the appeals hearing.
- 11.4.8 The committee will provide for any special needs of the student, such as an interpreter, and will take account of the impact of the outcome on the student.
- 11.4.9 The committee, operating under the authority of University Council, may confirm, amend, vary or overturn a decision of a school or division.

- 11.4.10 A decision of the Student Appeals Committee is final and no further avenues of appeal exist within the University. For external avenues of appeal see clause 11.6.
- 11.4.11 The committee will submit an annual report to University Council providing information about the number of appeals received and decisions, together with any additional comment as appropriate.

11.5 Notification of decisions

- 11.5.1 The executive officer to the committee will notify the student by registered mail within five working days of the committee's decision, and the basis for that decision. Copies of all relevant correspondence will be forwarded to:
- the academic staff member concerned
 - the staff member responsible for the decision that is under appeal
 - the academic integrity officer, where applicable
 - the division director of the relevant division, and
 - Campus Central or UniSA transnational administration office, as applicable, to be retained on the student's file, and to notify UniSA International, where appropriate.
- 11.5.2 The Director: Student and Academic Services will amend the [grade](#) in the University's student record system if appropriate, and will ensure that any [notation](#) is entered on the student record.

11.6 Further avenues of appeal

- 11.6.1 Students have the right to appeal decisions made by the University in relation to this Manual through the following external avenues:
- The Office of the Training Advocate
 - the Office of the State Ombudsman
- Details of how to contact these and other external avenues of appeal can be found in University Policy [C-17: Student Grievances Resolution](#).
- 11.6.2 Where a student pursues an appeal through an external body:
- their place in the program will be held, pending the outcome of this action. However, the student will not be permitted to enroll in further courses, or incur further fees
 - the student must advise Campus Central or UniSA partner administration office in writing that an appeal has been lodged with an external body (naming that body) within 10 working days of lodging that appeal
 - the student must advise Campus Central or UniSA partner administration office in writing of the outcome of the appeal within 10 working days from the date specified in the decision letter from the appeal body.
- 11.6.3 If the appeal is unsuccessful, the University will take the appropriate action, irrespective of whether the student chooses to pursue further avenues of external appeal. In the case of international students, this will mean cancellation of their Confirmation of Enrolment which may result in automatic cancellation of their student visa.

General Definitions

Academic review periods

Those [study periods](#) from which results are collated to systematically identify students who are making unsatisfactory progress.

The mid-year review period (July) includes [study periods](#) 6 and 7 from the previous academic year and [study periods](#) 1 and 2 from the current academic year. The end-of-year review period (December) includes [study periods](#) 3, 4 and 5 from the current academic year.

Academic review is also conducted when [secondary assessment grades](#) are finalised to identify students who have not improved their [grades](#) as a result of [secondary assessment](#).

Divisions may approve the use of an alternate academic review period where applicable (e.g. for accelerated programs).

Assessment

A measurement of a student's skill and knowledge. Judgments are made about the extent to which a student has achieved course objectives and demonstrated Graduate Qualities. This may occur both during a course and at the end of a course. Assessment tasks can take a variety of forms including written assignments, online activities created, undertaken and administered via [learnonline](#), [examinations](#), laboratory work, oral presentations, and practical assignments. Usually the lecturer or tutor will assess the work, but sometimes a student is required to assess their own work (self-assessment) or the work of others (peer assessment).

Continuous assessment tasks

These occur within regularly scheduled class time and do not require any additional preparation time other than what would normally be expected for class participation. A course may have a number of these tasks during the [study period](#). Collectively these are known as a set of continuous assessment tasks.

Criterion referenced assessment

An assessment of student performance against pre-determined criteria related to the learning outcomes of the course. The criteria by which work will be judged are made explicit and the [grade](#) awarded is intended to directly reflect how well the student has met the criteria. Final grading depends on the individual student's achievement, irrespective of the performance of other students in the class.

Formative assessment

Formative assessment helps students and staff to identify strengths, weaknesses and ways to improve and enhance learning attainment. Formative assessment is intended to improve outcomes rather than determine a final [grade/mark](#). It may include (but is not limited to) [examinations](#), written assignments, [learnonline](#) activities, reports, or tests.

Normative assessment

An assessment where [grades](#) are awarded on the basis of a predetermined distribution. Each student's [grade](#) is determined in part by how well other students do in the same assessment task or course. The most common form of normative assessment assumes that [grades/marks](#) are distributed according to a standard distribution curve.

Progressive assessment

Assessments that occur during the [study period](#) and prior to a final [summative assessment](#).

Summative assessment

Summative assessment provides information to judge the extent to which a student has achieved outcomes relevant to the Graduate Qualities in a course or program and is used to determine a final [grade/mark](#). Summative assessment may take the form of [examinations](#), written assignments, [learnonline](#) activities, reports, recitals, tests or other evaluations.

Assessment period

The period of time following a [teaching period](#), but within a [study period](#), during which final [summative assessment](#) occurs, including [examinations](#).

Assessment point

An assessment point occurs when students are asked to submit work at a specified point of time in the course, including an end of course [examination](#) where these are used. Tasks associated with assessment points require students to work beyond their regular contact and preparation time.

Bilingual print dictionary

A dictionary that translates words or phrases from one language to another, without providing a definition of the word in either language. A bilingual dictionary can be either 'mono-directional', meaning it translates only from language A to language B, or 'bi-directional', meaning it translates to and from both languages.

Course site

The main learning and teaching website for a specific course. Students enrolled in a specific course can access all learning activities, resources and administrative components from their course site.

Community service

Refers to non-academic activities that impose some restriction on a student's capacity to participate in, or complete an [assessment](#) requirement (e.g. elite athletes, elite performers, jury duty and Defence forces leave).

Course coordinator

An academic staff member of the University, or an organisation with which the University has a formal contract, who is responsible for the academic management of a course.

Deferred assessment (including [examination](#))

Deferred assessment is a form of [secondary assessment](#) which is granted to students who have been unable to complete the final assessment/[examination](#), to enable them to achieve a final [grade](#) in a course.

Students may apply for deferred assessment if they can demonstrate, with supporting documentation, that due to [unexpected or exceptional circumstances](#) they are unable to sit the final [examination](#) or submit the final assessment by the due date. Students must demonstrate that the [unexpected or exceptional circumstances](#) occurred in a period of time directly related to attendance at the [examination](#), or to the deadline for submission of the final [assessment](#).

Undergraduate, postgraduate coursework and Open Universities Australia students enrolled in UniSA courses may apply for deferred assessment. The full range of [grades](#) is available following completion of a deferred assessment.

English language print dictionary

A dictionary that contains words in the English language, arranged alphabetically, and expressed in English. It provides information about meaning, pronunciation, etymology (origin of the word) and inflected forms. It does not include a thesaurus, which is a book of synonyms (words having the same or similar meaning as another word) and antonyms (words having an opposite meaning of another word).

Enrolled student

A student who has approved leave or load recorded on the student record system against a program, or on a single course basis, at the census date for at least one [study period](#) in an academic year.

Examination

A form of [assessment](#) whereby a student is required to undertake a specified academic task within a specified period of time, normally between one and three hours. The location of the examination and access to external assistance is also normally regulated.

Full-time study load

The standard annual full-time load is 36 units or 1.0 EFTSL (equivalent full-time student load). A student undertaking at least 75% of a full-time load for the academic year will be full-time for that year. If a student is undertaking at least 75% of a full-time load for either the first half or second half of the year, they will be full-time for that half year.

Grade

A grade is a qualitative descriptor used to signify a range of percentage [marks](#) or the status of a result where percentage [marks](#) are not applicable. Grades indicate the level of performance in a course against specified criteria and standards. Grades are awarded in all courses. The grading system for courses at the University can be found in [Section 8](#) of this Manual.

Grade Point Average (GPA)

Grade point average is the calculation of a student's average performance over a specified period, such as a [teaching period](#), an academic year, or over the duration of the program. The calculation is based on the [grade](#), the grade point value associated with that [grade](#), and the unit value of each course.

Invigilator/Chief invigilator

A staff member or approved nominee responsible for supervising [examinations](#).

Intervention strategy is an action taken by the University to assist a student who is making unsatisfactory progress in their program. The primary intervention strategy is the systematic identification of students who meet the criteria for unsatisfactory progress (see clause [10.1.3](#)). Intervention strategies may include:

- group academic counselling organised by the school (only for students who have been identified as making unsatisfactory progress in their program for the first time)
- further discussion between the student and the [course coordinator](#) or [program director](#), either in person, by telephone or by email
- a recommended program of study over a specified period of time to assist the student's progress
- a reduction in load
- a leave of absence
- referral to Learning and Teaching Unit or UniSA partner administration office, as applicable, for a full [assessment](#) of the student's circumstances and a personalised study plan.

learnonline

The University of South Australia's web based learning and teaching environment which contains a suite of software applications that enable quality online teaching and learning and associated administration.

Mark

A mark is a quantitative value, often expressed as a percentage, which is awarded for an [assessment](#) task. For more information see [Section 8](#) of this Manual.

Medical certificate

For UniSA purposes, a medical certificate is a signed statement from a registered medical practitioner, health practitioner or approved health specialist (see below*) which specifies the period of time during which the medical condition has, or will, affect the student's participation and/or attendance. Medical certificates are legal documents and must contain the practitioner's stamp.

Certificates must be dated on the day on which they were written. Where a medical certificate certifies a period for which a student is/was unable to participate in or attend, which is prior to the date of the medical consultation, the medical certificate should include supplementary remarks to explain any discrepancy.

*A medical certificate may be issued to the University by the following medical and health practitioners registered under the [Health Practitioner Regulation National Law](#), where they are the primary practitioner responsible for treating the student:

- a. Registered medical practitioner
- b. Registered psychologist

- c. Registered chiropractor
- d. Registered dentist
- e. Registered nurse and/or midwife
- f. Registered optometrist
- g. Registered osteopath
- h. Registered physiotherapist
- i. Registered podiatrist
- j. Other health specialists as approved by the Ministerial Council (see [Medical List of specialties, fields and related titles Registration Standard](#)).

Notation

A notation is an abbreviated form for recording a [grade](#) (e.g. 'HD' for High Distinction) or [grade](#) action (e.g. 'I' for Incomplete).

Online course

A course delivered externally where all communication and access to /distribution of learning resources occur electronically, usually via the internet.

Principles of natural justice

The following principles have been identified by the Human Rights and Equal Opportunity Commission (HREOC):

- The person who is the subject of concern must know all the allegations in relation to their behaviour.
- They must have full opportunity to put their case forward.
- All parties to the complaint must have the right to be heard.
- All relevant evidence and submissions must be considered.
- Matters that are not relevant must not be taken into account.
- The person who makes the allegation must not determine the outcome.
- The decision maker must be fair and just.

Part-time study load

A student undertaking less than the load specified above for [full-time](#) status.

Program director

An academic staff member of the University, or an organisation with which the University has a formal contract, who is responsible for providing academic leadership of a program, including leading the program team and supporting students, as agreed in the contract.

Religious/cultural observance

Formal religious and cultural practices which impose some restriction on a student's capacity to participate in, or complete, an [assessment](#) task.

Secondary assessment/examination

Secondary assessments may take the form of:

- a. [supplementary assessment](#) (including [examination](#))
- b. [deferred assessment](#), or
- c. [special consideration](#).

The conditions and procedures that apply to these forms of secondary assessment are described in the relevant sections of [Section 7](#) of this Manual.

Special consideration

Special consideration is a form of [secondary assessment](#) which is granted to enable students to improve their final [grade](#) for a course where completion of their final [assessment](#) was affected by [unexpected or exceptional circumstances](#). It may be granted by a [course coordinator](#) if a student can demonstrate, with supporting documentation, that their performance in the final [examination](#) or [assessment](#) was affected by [unexpected or exceptional circumstances](#). The circumstances should have occurred either during the [examination](#), or during the preparation time leading to the [examination](#) or deadline for submission of the final [assessment](#).

Study period

The period of time during which all aspects of a course occur, including induction and orientation, reading, preparation, contact hours and [assessment](#). It does not necessarily include [secondary assessment](#), which may be scheduled outside of the study period.

Supplementary assessment

Supplementary assessment (including [examination](#)) may be used as [secondary assessment](#) to offer students an opportunity to gain a supplementary pass (SP) in a course approved for supplementary assessment. For more information see [Section 7](#) of this Manual.

Teaching period

The period of time within a [study period](#) during which teaching activities such as lectures, tutorials, practicals, workshops and placements are scheduled. This is often represented by the start and end dates of scheduled classes.

Unexpected or exceptional circumstances

Unexpected and exceptional circumstances are those which were outside the control of the student and /or for which there was no opportunity to prepare in advance. [Section 7](#) of this Manual provides examples of unexpected or exceptional circumstances.

University

The University of South Australia (UniSA) and any other organisation with which UniSA has a formal agreement for the delivery of part or all of a program. This includes offshore partner institutions.

UniLife

A student run organisation offering student advocacy and student representation as well as on-campus activities such as sports and recreation, student clubs and societies, and events.

The 2012 Assessment Policies and Procedures Manual is available online at:
<http://www.unisa.edu.au/policies/manual/default.asp>

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